# 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
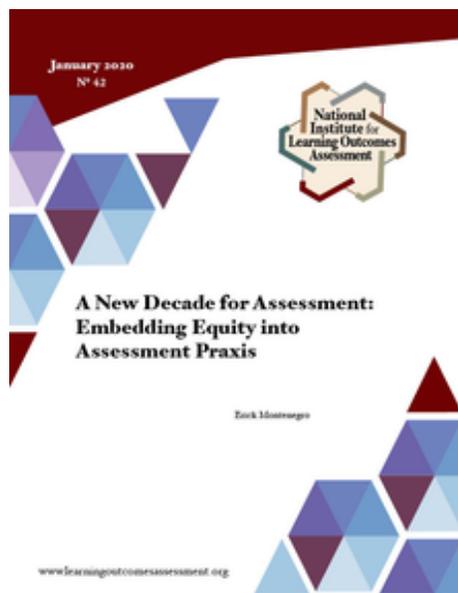
NILOA is pleased to continue and deepen the [conversation](#) on equity and assessment through 2020 and beyond. In doing so, we are pleased to announce the release of a follow-up paper to our 2017 Occasional Paper "[Equity and Assessment: Moving Towards Culturally Responsive Assessment](#)", which helped 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 Response 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
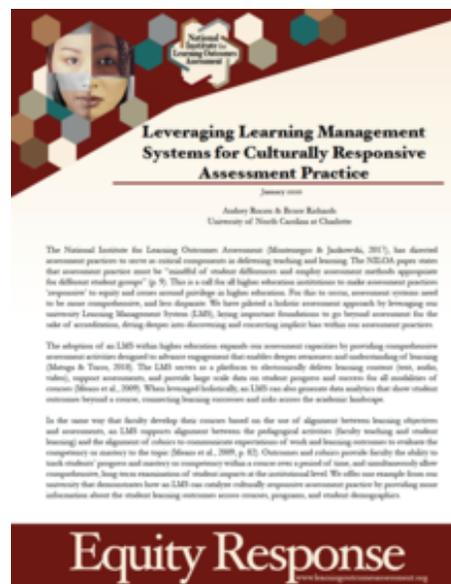
less disparate. The University of North Carolina at Charlotte piloted a holistic assessment approach by leveraging the university Learning Management System (LMS), laying important foundations to go beyond assessment for the sake of accreditation, diving deeper into discovering, and correcting implicit 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.
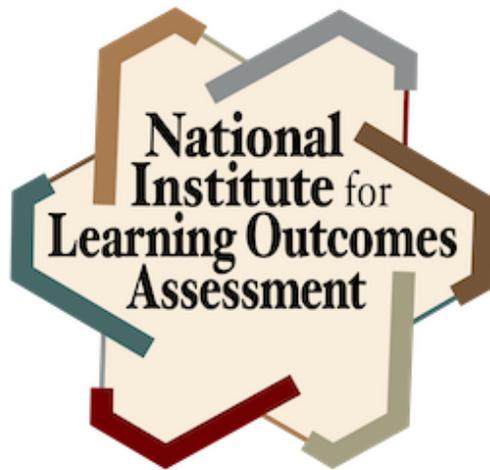
NILOA February 2020 Newsletter

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
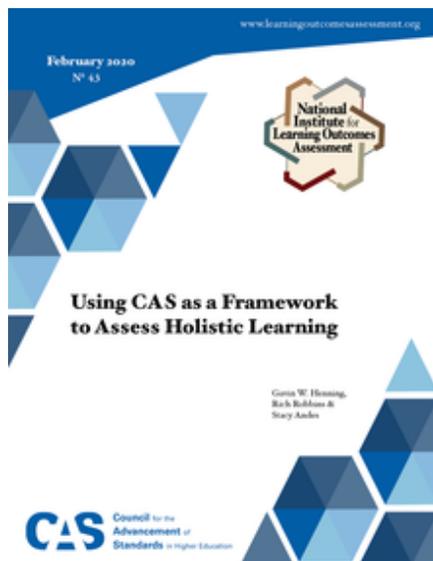
Using CAS as a Framework to Assess Holistic Learning

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...**
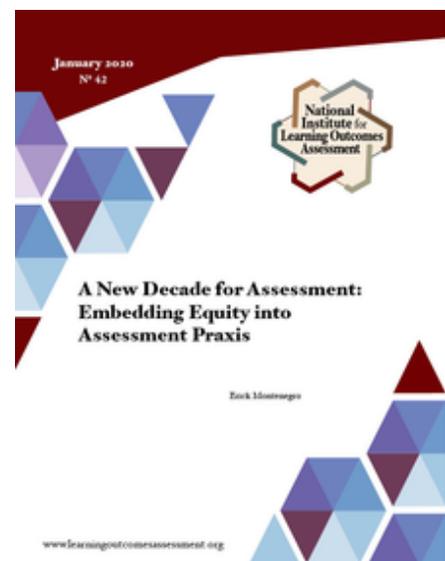
Culturally Responsive Assessment: A Missed Call for Italy?

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...**
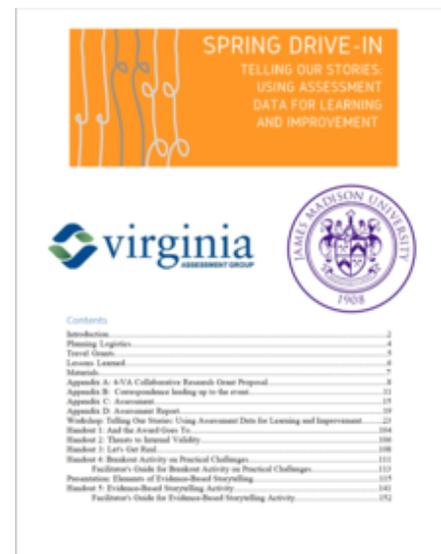
Assessment in Practice

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

Brandon David Moore
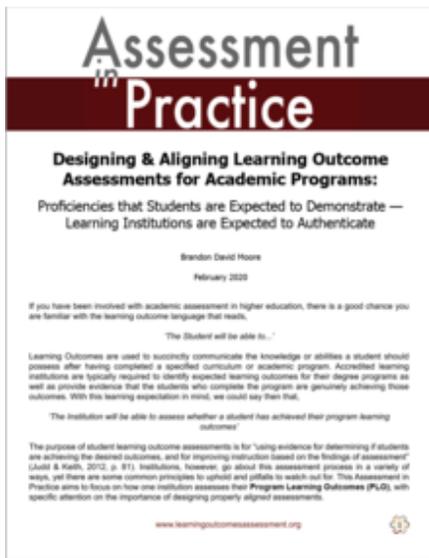
Learning outcomes are used to succinctly communicate the knowledge or abilities a student should possess after having completed a specified curriculum or academic program. Accredited learning institutions are typically required to identify expected learning outcomes for their degree programs as well 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...**
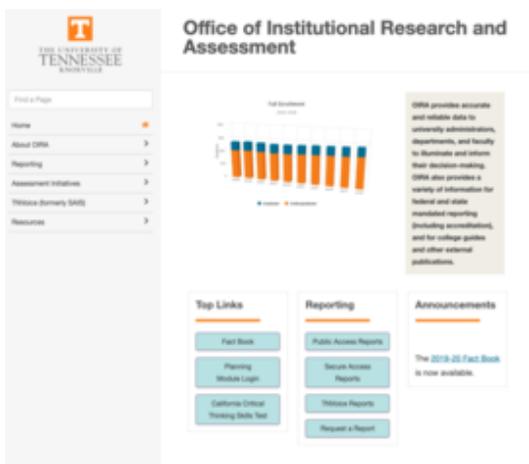
Featured Website

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-authroed 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 Technológico 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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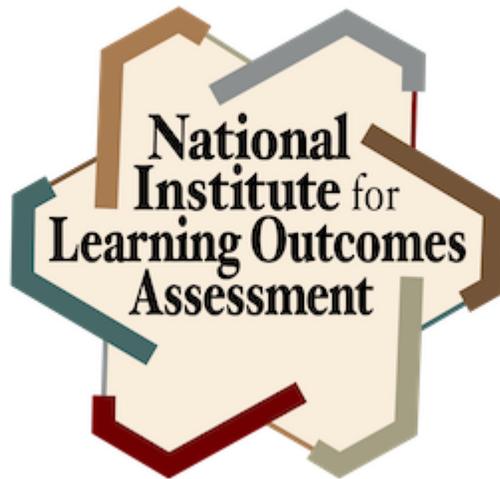
NILOA March 2020 Newsletter

Welcome to the March 2020 edition of the NILOA Newsletter. In this time of uncertainty and rapid change, we would like to begin this newsletter with some well-earned congratulations before sharing resources on moving to online educational delivery and information on deadline extensions and conference closings. The NILOA team is very grateful to have received ACPA's 2020 Contribution to Higher Education Award, and are ecstatic that NILOA's very own Jillian Kinzie was also awarded the Senior Scholar Diplomate. We would also like to take a moment to congratulate Dr. Joseph D. Levy, NILOA Coach and Executive Director of Assessment and Accreditation for National Louis University, on becoming a newly minted Doctor! Please join us in congratulating Joe for this great accomplishment along with all of the award recipients! May this recognition energize us all to keep up the good work!

This Newsletter features two new Assessment in Practice pieces on engaging students, faculty, and employers in assessment. Jessica M. Turos guides us towards "Actively Engaging Undergraduate Students in the Assessment Process", and Patty Zuccarello shares "Is This Thing On, or Am I Wasting My Time?: Using Faculty Development and Employer Engagement in Assessment". We invite you to apply for the 2020 Excellence in Assessment (EIA) designation by **the extended deadline of July 1, 2020**, and highlight Bowling Green State University's Office of Academic Assessment as this month's Featured Website. Finally, we offer information on relevant News Items (including resources related to the rapid shift to online learning) and Upcoming Conferences and Programs. Of special interest is the newly confirmed announcement that Dr. Natasha Jankowski will serve as a Keynote speaker for the 2020 AALHE Conference happening June 8-11 in New Orleans, LA. We hope to see you all there!

We also want to share that under guidance of our academic leadership, the NILOA team has placed a hold on travel through the rest of March based on on-going developments related to COVID-19 (coronavirus). We will continue to monitor the situation and provide updates to the event calendar. As a mostly virtual organization, access is open for all assessment related materials on our website and we may be offering webinars on the topics we are now

unable to present in person. Please stay tuned for additional information on resource supportive webinars. In these interesting times, please take the necessary precautions as appropriate for you and yours.

2020 ACPA Awards

NILOA Received ACPA's 2020 Contribution to Higher Education Award

On March 3, NILOA was very honored and humbled to receive the <u>Contribution to Higher Education</u> award from ACPA. We are still overjoyed for this kind gesture and recognition of the work that NILOA has engaged with over the last 11 years. It is encouraging to know that our work continues to have lasting impacts across the field of assessment and higher education writ large. However, we could not embark on this work as efficiently as we have without the many great partnerships we have forged throughout the years, and certainly not without the support from assessment practitioners, faculty, staff, and administrators who are doing great assessment work day in and day out. So, thank you to all of our partners, NILOA collaborators, and Lumina Foundation. We also want to extend a special thank you to Dr. Gavin Henning, Professor of higher education at New England College, for presenting us with the award and being a great partner in this work! Congratulations to all of the fellow award winners, including NILOA Senior Scholar Jillian Kinzie who earned the Senior Scholars Diplomate!

Assessment in Practice

Actively Engaging Undergraduate Students in the Assessment Process

Jessica M. Turos
Bowling Green State University

Oftentimes we think of assessment in terms of how are we going to assess student learning. Focusing on developing a culture of assessment, Bowling Green State University (BGSU) wanted to expand this mindset and more intentionally involve students in the assessment process. While graduate students across campus were involved with assessment practices, there was an opportunity for

undergraduate students to participate on a deeper level. For students involved in the assessment process, there is documented evidence of increased engagement and awareness, enhanced understanding of learning, and increased diversity of voices in the teaching and learning process. Intentionally involving students in assessment is beneficial not only for students, but also for institutions who gain insight and a student perspective about learning, development, and engagement. **Read more...**
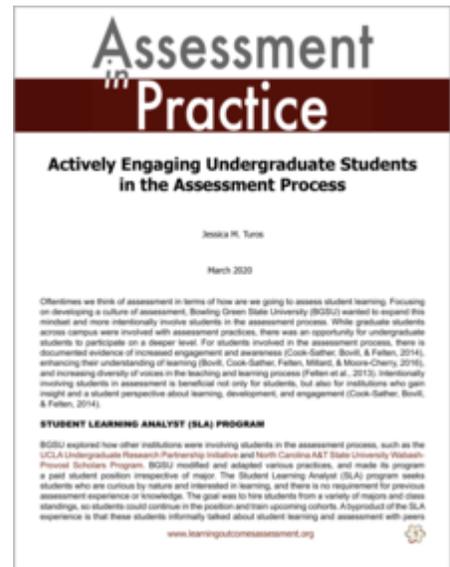
Is This Thing On, or Am I Wasting My Time?: Using Faculty Development and Employer Engagement in Assessment

Patty Zuccarello
Joliet Junior College

Over time, and without careful tending, Career and Technical Education (CTE) programs can become disconnected from the marketplace they were initially designed to serve. In January 2018, Joliet Junior College (JJC) piloted a Faculty Learning Community (FLC) to give faculty an opportunity to take a deep dive into their programs' health and design. The FLC was structured via a quasi-course that met weekly and featured assignments aimed to improve faculty's program design skills using principles of Human Performance Technology (HPT) and Backward Course Design (BCD). Integral to the work of the FLC was to harvest and integrate employer feedback in the development of program-level objectives and to ensure these objectives tied to market demands. **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. In light of the current circumstances affecting higher education, we are extending the application deadline. **Materials are now due by July 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

This month's NILOA Featured Website comes from **Bowling Green State University's Office of Academic Assessment**, part of the Institutional Effectiveness webpage. The Office of Academic Assessment (OAA) provides the university with assessment information and resources, offers professional development for faculty and programs through workshops and consultations across various assessment-related topics, and helps the institution collect and disseminate assessment data. Through the OAA website, visitors can find the University Learning Outcomes detailing the shared fundamental education values expected of students across all majors, general education, and the co-curricular experiences. All departments at BGSU are expected to submit a student achievement report to the Student Achievement Assessment Committee (SAAC) and website visitors can review the sample SAAC Program Assessment Plan & Reporting Cycle Rubric and its accompanying guide. The OAA webpage is a NILOA Featured Website in the Centralized Assessment Repository category aligned with the Transparency Framework's Current Assessment Activities component. **Read more...**

News

OLC Continuity Planning and Emergency Preparedness
The Online Learning Consortium (OLC) has made available a collection of resources to inform and support faculty as they move courses to an online format when emergency situations arise. Similarly, the *Chronicle of Higher Education* created a packet that can help faculty with the transition to online.

Don't Forget About Us Minority Students: An Open Letter to University Administrators
Will Walker, an undergraduate student at the University of Richmond, penned an open letter to college and university administrators urging them to consider how the sudden and continuing policy changes impact students of color and students from low-socioeconomic backgrounds. Students and their families are important stakeholders of higher education, and their needs and concerns should be factored into the decision-making process.

New Interactive Online Modules on High Impact Practices
The National Association of System Heads (NASH) has recently launched a new and free online resource, *High Impact Practices: An Educator's Guide*. Over 35 interviews and case

stories are included which share lessons on implementing and scaling equitable HIPs. System staff, and campus faculty and administrators who want to learn about implementing, scaling and assessing equitable HIPs can all benefit from these modules. For those requiring closed captioning, the videos embedded within the modules can also be viewed on YouTube.

It's Time to Get Serious About Teaching Critical Thinking
We need to get more intentional and transparent about what we want students to know, and how we assess it. We need to be clear to ourselves and our students about what we mean by critical thinking. How are we helping students understand and attain this outcome? How are we ensuring that assessment appropriately captures it?

Higher Learning Advocates Policy Brief Suggests Measures to Improve Part-Time Student Success
Student enrollments in higher education are continuously diversifying across different variables; including race/ethnicity, age, socio-economic status, part-time/full-time enrollment, etc. As a result, higher education needs to consider practices that are better suited to fit the needs of these diverse students. Practices such as competency-based education (CBE) that measure student learning instead of seat time, and prior-learning assessment can be levers that drive student success. To learn more about how credit for prior learning can be assessed, another article explains how data can help with prior learning assessment.

Developing an Inclusive Outcomes Statement
Utilizing the Degree Qualifications Profile (DQP), the Defense Language Institute Foreign Language Center revised a learning outcome statement to make it more inclusive and connected with the institutional mission. The article details the process and barriers en route to recognizing the viability of the DQP in helping military education programs refine their outcomes statements.

Competency Tracking Tools Are Overdue
Noting student development and success manually via gradebooks or excel spreadsheets is no longer effective nor efficient. There is a push to move toward learning management systems (LMS) that allow for the delivery of real-time feedback, capture actual examples of student progress, and create records of student development among and attainment of different proficiencies. On top of creating more holistic understanding of students' competencies, better LMS can also help facilitate alignment between school, learner, and workforce needs.

Moving the Clock Forward on Program Design to Drive New Learning and Enrollment Outcomes
When implementing changes across higher education for the purpose of better serving certain student populations, attaining new learning outcomes, or revamping academic programs, it may be best to leverage new design models. Using designs that allow for flexibility, embed intentional assessment, and involve input from different stakeholders can help change the status quo and drive success.

Developing Grad Students' Scientific Literacy Skills
Faculty advisors can help increase graduate students' literacy skills by embedding it throughout their program. Graduate students can be encouraged to write literature review

articles for publication or participate in peer-review processes of articles headed for publication to get experience with the publication and review process, becoming critical readers while getting real-world, practical experience. For further reading on how information literacy can be nurtured outside of the classroom, read *Learning Beyond the Classroom*.

Is Students' Early Career Success Their Professors' Problem?
Helping students secure and succeed in a job post-graduation may not be faculty's responsibility, but ensuring that students know and can explain what it is they are learning and how to apply it in the workforce certainly is. Assessment can help make these connections by explicitly articulating the alignment between course assignments, desired learning outcomes, and the practical value of each.

A GPS for Learning and Work
Personalizing the learning experience can better fit the needs of both learners and the workforce. This would involve an emphasis on assessment, credit for prior learning for students' both formal and informal educational experiences, and a registry that can match learner skills with established outcomes and desired workforce needs.

Even 'Valid' Student Evaluations Are 'Unfair'
Instead of using student evaluations of teaching as the main basis for hiring or tenure decisions, it may be best practice to use evaluations to identify cases where deeper evaluations could happen through a mix of student focus groups, independent evaluators, peer-review of instructional material, etc.

To Keep the Focus on Learning, These Professors Asked Students to Grade Themselves
Faculty are delving into grading policies that allow students to have more say on the assessment process and the grades they earn. Practices like these that teach students about assessment can help them make better connections between their learning experiences while helping them develop as individuals.

Announcements:

Dr. Natasha Jankowski Will Keynote AALHE's 2020 Conference
The Association for the Assessment of Learning in Higher Education (AALHE) recently announced that Dr. Natasha Jankowski, NILOA Executive Director, will keynote this year's conference! Over the past 10 years, AALHE has worked to develop and support a community of educators and inform assessment practices in higher education to foster and improve student learning and institutional quality. Please join us in New Orleans, LA, from June 8-11!

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.

NILOA Staff Involved in New Credentialing Initiative
Dr. Natasha Jankowski, NILOA Executive Director, and Dr. Gianina Baker, NILOA

Assistant Director, have joined *Credential as You Go*; a new initiative exploring the feasibility of a nationally recognized, incremental credentialing system in higher education which expands upon existing certificates and degrees at the associate, bachelor's, and graduate degree levels. Dr. Jankowski serves on the advisory board and Dr. Baker is a researcher on the initiative helping to find examples of practice and providing insights to guide the project's next steps. This work is made possible by support from Lumina Foundation.

VALUE Institute 2020 Calibration Training
The Association of American Colleges and Universities (AAC&U) is seeking volunteers to participate in the VALUE Institute 2020 Calibration Training and possibly become scorers for student work. All scorers are compensated for their work, and receive a VALUE Institute certificate. Please contact valueinstitute@aacu.org if you have any questions.

Call for Contributions: PLAIO Issue No. 8
This new issue of *PLAIO* will focus on the possible interconnections between competency-based learning and prior learning assessment. While some have seen these directions as distinctive, even at odds with each other, many others have noticed their complementarity. Submissions are due July 1, 2020.

Grand Challenges Working Group Applications
The Grand Challenges for Assessment in Higher Education project, a collaborative effort endorsed by nine higher education organizations, aims to create national strategic plans to address pressing challenges facing assessment in higher education. The Grand Challenges Project is currently seeking applications for interested parties to join a working group. The application closes Wednesday, March 18th. Accepted applicants will be notified by April 1.

Upcoming Conferences and Programs

Please note that some of the following events may be affected due to COVID-19 (coronavirus). Please check with organizers as needed to receive the most up-to-date news on conferences, events, and relevant due dates.

March 19-21. AAC&U Diversity, Equity, and Student Success Conference. - **CANCELLED**
New Orleans, LA. Association of American Colleges and Universities (AAC&U)

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

March 20. Proposals Due (Priority Deadline)- Assessment Institute in Indianapolis.
Indianapolis, IN. Assessment Institute.

March 23. 2020 Mid-Atlantic Assessment Conference. - **CANCELLED**
Piscataway, NJ. New Jersey Association of Colleges for Teacher Education (NJACTE).

March 27. NEean: Dialogues in the Disciplines. - **RESCHEDULED FOR JUNE 2020**
Providence, RI. Johnson & Wales University.

March 27. Proposals Due-AAEEBL Annual Meeting.
The Association for Authentic, Experiential, & Evidence-Based Learning (AAEEBL).

March 27. Proposals Due- HEDS Annual Conference.
The Higher Education Data Sharing Consortium (HEDS).

March 28-April 1. 2020 NASPA Annual Conference. - **CANCELLED**
Austin, TX. NASPA.

March 29-31. 7th Annual LEAP Texas Conference. - **CANCELLED**
Houston, TX. LEAP Texas.

March 30. Proposals Due- Student Affairs Assessment Conference.
Student Affairs at University of Illinois Urbana-Champaign.

April 1. Proposals Due- TxAHEA 3rd Annual Conference.
Texas Association for Higher Education Assessment (TxAHEA).

April 2-4. 2020 CCSC Annual Conference. - **CANCELLED**
Tempe, AZ. Council for the Study of Community Colleges (CSCC).

April 5-8. 2020 AACRAO Annual Meeting. - **CANCELLED**
New Orleans, LA. American Association of Collegiate Registrars and Admissions Officers (AACRAO).

April 7. Webinar- Equity Part One: National Perspectives and the Accreditor's Role.
1:00-2:00pm CST. Accrediting Commission for Community and Junior Colleges (ACCJC).

April 17-21. HLC 2020 Annual Conference. - **CANCELLED**
Chicago, IL. Higher Learning Commission (HLC).
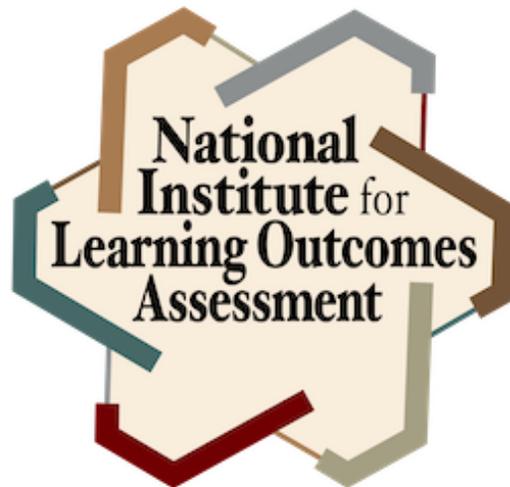
Supporting the Field in Challenging Times

Dear colleagues,

We are breaking with our traditional "once-a-month" email policy to share a compiled resource list and a webinar series in response to this challenging time for the field of assessment and higher education writ large. We wish you all good health and well-being.

Making the Move to Online Courses: Resources to Inform Teaching and Learning

In the spirit of providing a synthesis and go-to-resource for the transition to remote work and learning for faculty, staff, and students, NILOA is maintaining a Google Document with tailored resources to assist in this momentus shift. This living document contains information on assessment, institutional examples and responses, and general advice for instructors, students, administrators, and staff. Also included are crosslinks to other Google docs, generously maintained and compiled by members of the higher education community. Thank you to everyone who has shared their expertise with teaching online, course design, and working remotely so that we can all learn from each other as we adapt. **Read more...**

Webinar Series

Stemming from conversations with many of you over the last couple of weeks, we have developed a series of free webinars that will be recorded and shared on the NILOA website. These free webinars will start today and be held every Thursday at 3:00pm Eastern/ 2:00pm Central/ 12:00 Pacific through the end of April. We encourage you to register and join us for each webinar.

Community Check-ins and Updates
March 26 and April 2

These two Community Check-Ins and Updates provide a space to come together and decompress, share issues and experiences, and hear the National Institute for Learning Outcomes Assessment (NILOA) team offer a brief synthesis of targeted information on responses and resources from COVID-19. Different bite-sized chunks of information will be shared each week, so we recommend attending both webinars.

Assignment Design:
Charrettes to Build Community in a time of Physical Distance
April 9

Ready to get your mind on something else or start planning for a different summer or fall learning and assessment experience? Join NILOA staff as we discuss assignment design (and redesign) and the charrette model as a means to engage with faculty moving to remote instruction while asking the question – how do we know if our students are learning? And what might the role of students be in assignment design in current circumstances? Register.

Outcomes, Alignment and Mapping, Oh My!:
Curriculum Mapping as Educational Design
April 16

In this webinar, attendees will have the opportunity to reconsider resources and institutional examples within the NILOA Mapping Learning Toolkit to assist practitioners working towards intentional educational design or redesign in remote teaching and program review to consider learning outcomes within programs, co-curriculum, general education, and elsewhere learning occurs - especially in a time of distance learning. Register.

The Evidence-Based Storytelling Toolkit:
Using Assessment Data to Write Your Learning Narrative
April 23

How can we document and talk about the learning that unfolds during this time along with our institutional response? Join NILOA staff to learn about Evidence-Based Storytelling— an approach that allows for communication of institutional narratives of learning and assessment processes and practices. This webinar modifies NILOA's Evidence-Based Storytelling Toolkit to provide questions, tools, and resources for consideration in evidence-based narrative development for your local context. Register.

Beyond the Looking Glass:
Tenets of Meaningful Transparency
April 30

Join NILOA staff as we discuss updated thinking on transparency of learning, design, processes and practices as institutions work to convey information of student learning in a clear and coherent manner to different audience(s). Register.

We hope to see you and hear from you throughout these webinars as we support one another in our virtual community.

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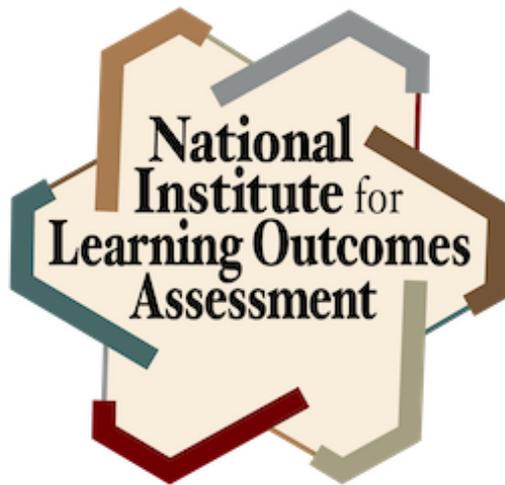
NILOA April 2020 Newsletter

Welcome to the April 2020 edition of the NILOA Newsletter. This month's newsletter features information on NILOA's ongoing, free webinar series. We encourage you to register for the remaining three webinars occurring weekly, every Thursday at 3:00pm EST, through April 30. We also invite you to read a new Viewpoint "Ensuring Fairness in Unprecedented Times: Grading Our Nation's Students" from Drs. Tammie Cumming, M. David Miller, Jennifer Bergeron, and Fredrik deBoer.

We feature three general resources to aid in shifts to remote instruction, including a Google Document of relevant resources curated by NILOA staff entitled "Making the Move to Online Courses: Resources to Inform Teaching and Learning", our 40th Occasional Paper "Assessing Student Learning in the Online Modality" which is useful to current circumstance, and "Assignment Charrettes in a Time of COVID-19" to help consider virtual assignment design conversations in ways that are appropriate for this pandemic. The newsletter concludes with an invitation to apply for the 2020 Excellence in Assessment (EIA) Designation by the July 1, 2020 deadline, and information on relevant News Items and Upcoming Conferences and Programs.

We also want to alert readers that the U.S. Department of Education has an open comment period (through May 4) on proposed language for regulations affecting online learning. We encourage you to read the document and participate by adding suggestions before the May 4th deadline.

Webinars

NILOA is conducting a series of free webinars every Thursday at 3:00pm EST. For those who cannot attend the live sessions, each webinar is recorded and shared on the NILOA website's homepage and YouTube.

Outcomes, Alignment and Mapping, Oh My!: Curriculum Mapping as Educational Design April 16
Facilitated by Natasha Jankowski of NILOA and NILOA Coaches Dan McInerney, Professor of History from Utah State University and Errin Heyman, Director of Assessment and Educational Effectiveness at the California Institute for Advanced Management, the webinar presents considerations for planning ahead to the summer and fall semester for supporting and advancing learning, especially in light of any learning outcomes that may need to be re-emphasized for returning students within programs. Presenters will discuss alignment, levels of mapping, what is feasible now, and where to place our attention as we plan for the future. Register.

The Evidence-Based Storytelling Toolkit: Using Assessment Data to Write Your Learning Narrative April 23
How can we document and talk about the learning that unfolds during this time along with our institutional response? Join NILOA staff to learn about Evidence-Based Storytelling—an approach that allows for communication of institutional narratives of learning and assessment processes and practices. This webinar modifies NILOA's Evidence-Based Storytelling Toolkit to provide questions, tools, and resources for consideration in evidence-based narrative development for your local context. Register.

Beyond the Looking Glass: Tenets of Meaningful Transparency April 30
Join NILOA staff as we discuss updated thinking on transparency of learning, design, processes and practices as institutions work to convey information of student learning in a clear and coherent manner to different audience(s). Register.

Past Webinars:

Community Check-ins and Updates (View recordings from March 26 and April 2)

Assignment Design: Charrettes to Build Community in a Time of Physical Distance (View Recording from April 9)
Dr. Natasha Jankowski, Dr. Pat Hutchings, NILOA Senior Scholar, Dr. Tami Eggleston, McKendree University, and Dr. Shontell Stanford, Morehouse School of Medicine, discussed designing assignments for online learning, including tips for maintaining equity, quality, and applicability.

Viewpoint

Ensuring Fairness in Unprecedented Times:
Grading Our Nation's Students

Dr. Tammie Cumming, Brooklyn College of the City University of New York
Dr. M. David Miller, University of Florida
Dr. Jennifer Bergeron, Harvard University
Dr. Fredrik deBoer, Brooklyn College of the City University of New York

For students across the country, getting through the end of the school year has gotten very complicated. The spread of the Covid-19 coronavirus, and the widespread closure of public places in response, has turned our education system on its head. Perhaps the most prominent of these changes is the sudden, widespread adoption of digital instruction. As a result, several higher education institutions are considering major shifts in their policies, such as moving from letter grades to a pass/fail system. In this Viewpoint, we discuss some of the issues that should be considered in making these changes, which may have far reaching implications for students and the educational system. **Read more...**

Resources to Aid in the Transition to Online Learning

Making the Move to Online Courses:
Resources to Inform Teaching and Learning

In the spirit of providing a go-to-resource for the transition to remote work and learning for faculty, staff, and students, NILOA is curating a Google Document with tailored resources. This living document contains information on assessment, institutional examples and responses, and general advice for instructors, students, administrators, and staff. Also included are crosslinks to other Google docs, generously maintained and compiled by members of the higher education community. Thank you to everyone who has shared their expertise. **Read more...**

Assessing Student Learning in the Online Modality

A useful resource to review in the move to remote instruction for the forseeable future is NILOA's Occasional Paper 40. The first part of this 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. The aim of the OSCQR Rubric and Process is to assist online instructional designers and online faculty to improve the quality and accessibility of their online courses. OSCQR also provides a system-wide approach to collect data that informs faculty development and supports large scale online course design review and refresh efforts in a systematic and consistent way. **Read more...**
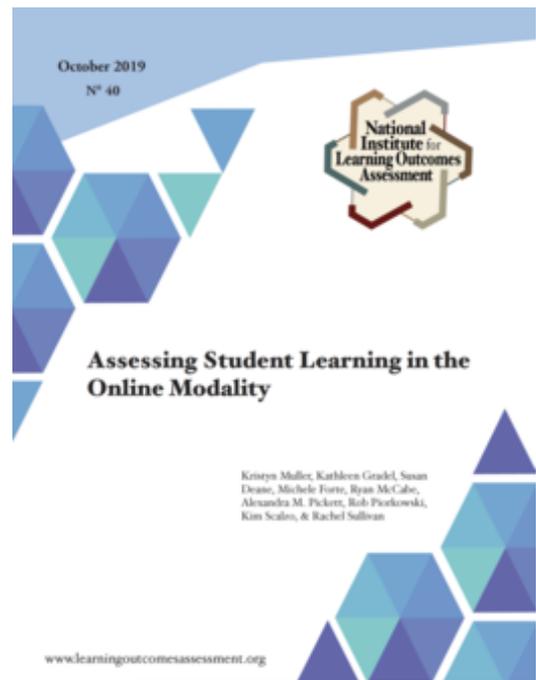
Assignment Charrettes in a Time of COVID-19
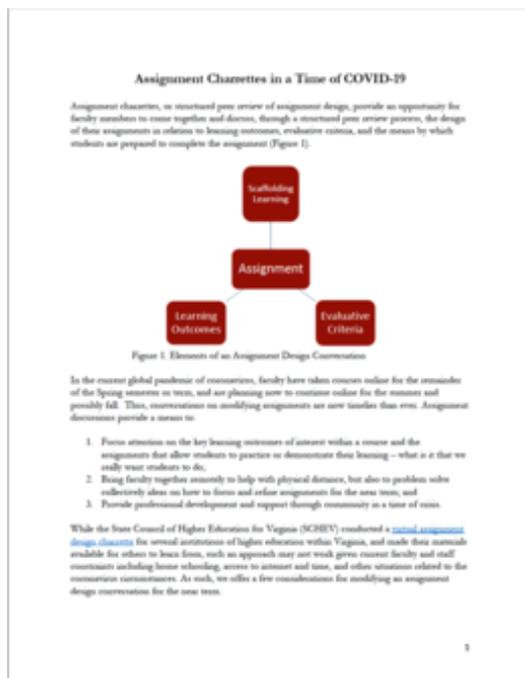
Assignment charrettes, or a structured peer-review process of assignment design, provide an opportunity for faculty members to come together and discuss the design of their assignments in relation to learning outcomes, evaluative criteria, and the means by which students are prepared to complete the assignment. In the current global pandemic of coronavirus, faculty have taken courses online for the remainder of the Spring semester or term, and are planning now to continue online for the summer and possibly fall. Thus, conversations on modifying assignments are now timelier than ever. In this resource, we offer a few considerations for modifying an assignment design conversation for the near term. **Read more...**

Excellence in Assessment (EIA)

Applications for
the Excellence in Assessment
Class of 2020 due July 1

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 now due by July 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...**

News

Assessing Online Learning
As colleges and universities shift toward online learning with the possibility of continuing distance education through the fall semester, questions have been raised as to whether this will help or hinder online learning, as well as who has access to learning. The truth is that this is not the time to assess online learning. Our focus should be on giving instructors and students the flexibility they need during these uncertain times. The online learning happening now can be more closely characterized as emergency remote teaching, which needs to be evaluated differently and has consequences for fall enrollment. Similarly, administrators need to reconsider faculty review and reappointment during these times.

Helping Students Learn in Uncharted Waters
We need to maintain focus on helping our students navigate these uncharted waters and help them cope with the challenges they now face. Many students need help learning through the current situation, and we should take the time to listen to what students need and want colleges to know about COVID-19 shutdowns. Further, higher education has an opportunity to rethink structural elements in order to address issues of systemic inequities.

Grading and Pass/Fail
There are various discussions around grading students during this global pandemic crisis. Pass/fail has gotten a lot of prominence including calls for remembering the original purpose of pass/fail, and igniting conversations around grading reform. In addition, there are discussions surrounding the impacts pass/fail can have on prospective grad students, med students and community college transfers. Guidance has been offered on the acceptance of transfer credits by several organizations.

Course Design and Delivery
The *Chronicle* shared one professor's guidelines for an interrupted semester. Since it is not always easy to change course content delivery to online, here are examples on how to handle apprenticeships, science lab classes, fine arts, and other hands-on career and tech programs while implementing distance learning. Other considerations include how faculty can adapt to ensure student success, changes to the syllabus, the implications for instruction at community colleges, and using the lessons of this time to tighten leaky educational ideas.

Resources
To those who register before June 30, the Council for the Advancement of Standards in Higher Education (CAS) is offering free resources to aid in the development, implementation, and assessment of quality programs and services. Also, the National Inclusive Excellence Leadership Academy set forth recommendations to drive inclusive excellence as institutions shift to meet the challenges brought on by COVID-19.

It's What You Learn, Not How Long It Takes
New podcast episode from Lumina Foundation discusses Competency-Based Education! Education in the United States uses time as a measurement for learning. Dr. Charla Long of the Competency-Based Education Network, Natalie Schwartz of Education Dive, and Dr. Zainab Okolo of Lumina, Foundation talk about changing this paradigm to value knowledge, skills, and abilities over how long it takes to learn.

Testing
A recent poll revealed that most university students want exams to continue online, but institutions are struggling with the decision, both domestically and abroad. This has led to increased attention to exam design that infuses flexibility, trust, and considerations for proctoring. These testing conversation also involve entrance exams as some American institutions are going test optional while some Asian universities are reaffirming their use of entrance exams as well as exam restrictions.

Inching Together: Making Significant and Sustained Growth through Cooperation
Glenn A. Phillips and Rebecca D. Graham explore how assessment professionals can connect, engage in dialogue, and collaborate with each other both within and across

institutions. This cooperation can lead to improved outcomes and a better work environment.

A Few Suggestions on Working from Home

Many of us are getting used to the new normal of working from home. To help with this transition, Linda Suskie has put together a few suggestions to help make our work from home more efficient and effective.

Technology Considerations

As higher education flocks toward virtual meetings, there have been concerns about the best use of technology to help with teaching and learning effectiveness. Some articles discuss videoconferencing alternatives and low-tech approaches to help the teaching experience. Another article introduces AI proctoring in online courses and related considerations.

College Credit for Learning Outside Formal Education

The American Council on Education has partnered with Credly to launch a new digital transcript that will focus on translating workplace learning into college credit. There is increased need for the recognition of prior learning to help workers return to college for advanced credentials while simultaneously helping to develop the workforce to meet future needs.

Announcements

Leading Self-Assessment and Program Review in the time of Remote and Online Only Programs and Services

The Council for the Advancement of Standards in Higher Education (CAS) is interested in how those of you who lead CAS focused self-assessment and program review processes are adjusting during this time. Knowing how people are adjusting will help them plan for the future and best serve users. If you are currently implementing self-assessment and program review using CAS, please take five minutes to complete their short survey.

New Edition of *Assessment Update*

The latest edition of *Assessment Update* is now available! It has a special focus on the National Survey of Student Engagement (NSSE) as we celebrate its 20th anniversary!

Upcoming Conferences and Programs

April 16. Webinar: Outcomes, Alignment and Mapping, Oh My!: Curriculum Mapping as Educational Design.
2:00-3:00pm CST. NILOA.
The webinar will be presented by Dr. Natasha Jankowski, NILOA Executive Director, Dr. Dan McInerney, NILOA Coach, and Errin Heyman, NILOA Coach.

April 16. Webinar: AAEEBL April 2020 Meetup.
3:00-4:00pm CST. Association of Authentic, Experiential and Evidence-Based Learning (AAEEBL).

April 17-21. HLC 2020 Annual Conference — **Cancelled**
Chicago, IL. Higher Learning Commission.

April 17. Webinar: Designing High-Impact Practices for Equity and Impact in New Contexts.
1:00-2:00pm CST. Association of American Colleges and Universities (AAC&U).

April 17. Webinar: Built for Stickiness: How to Increase Student Engagement and Retention.
2:00-3:00pm CST. Competency-Based Education Network (C-BEN).

April 20-22. Assessment Network of New York's 8th Annual Conference — **Cancelled**
Rochester, NY. Assessment Network of New York (ANNY).

April 21. Webinar: Introduction to High-Impact Practices.
12:00-1:00pm CST. Student Opportunity Center.
**Join Student Opportunity Center co-founder Chris Freire and Dr. George Kuh, NILOA Founding Director and Senior Scholar, for this virtual webinar.

April 23. Webinar: Assessment Basics #3: Direct and Indirect Measures.
1:00-2:00pm CST. Watermark.

April 23. Webinar: The Evidence-Based Storytelling Toolkit: Using Assessment Data to Write Your Learning Narrative.
2:00-3:00pm CST. NILOA.

April 23. Webinar: Tracking the Field: Recent Updates from the National Survey of Postsecondary CBE.
2:00-3:00pm CST. Institute for Competency-Based Education (ICBE).

April 28. Webinar: Addressing Racial Bias and Microaggressions in Online Environments.
12:00-1:00pm CST. Center for Organizational Responsibility and Advancement (CORA).

April 30. Webinar: Beyond the Looking Glass: Tenets of Meaningful Transparency.
2:00-3:00pm CST. NILOA.

May 5. Webinar: Equity Part Two: Regional Perspectives and Approaches to Disaggregating Data. **- Postponed**
1:00-2:00pm CST. Accrediting Commission for Community and Junior Colleges (ACCJC).

May 11. 4th Annual (Virtual) Higher Education Assessment Conference.
11:00am-3:45pm CST. New England College.
**Dr. Jillian Kinzie, NILOA Senior Scholar, will be the keynote speaker.

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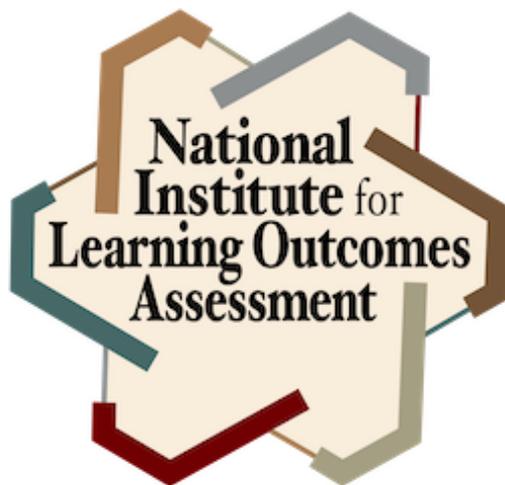
NILOA May 2020 Newsletter

Welcome to the May 2020 edition of the NILOA Newsletter. This month's newsletter features the release of an Assessment in Practice, "Bringing the Student Voice to Transparency: One Model and Three Tools" by Joanna Boeing Bratton, Ruth C. Slotnick, and Christina Ouellette. In addition, we encourage you to complete the brief 5-minute survey on transparency based off the work shared in the Assessment in Practice. We are also pleased to release a Viewpoint, "Direct Instruction in Learning Outcomes for More Meaningful Assessment of Students of the Environment" on a new text on assessment of learning in environmental programs.

In response to the transition to remote work and instruction, NILOA held a six-part series of webinars. We are pleased to announce that the recordings from the NILOA webinar series are available, along with the slides and related resources. As part of the webinar series, NILOA released several COVID-19 specific resources including "Assignment Charrettes in a Time of COVID-19" and "Program Planning in a time of COVID-19". In addition, to help document, communicate, and report on the decisions made related to assessment at this time, NILOA released "Planning for Effective Communication of Assessment: A Toolkit for Practice" along with an activity "What is Your Philosophy of Assessment". We hope you find the resources useful.

We invite you to consider applying for the 2020 Excellence in Assessment (EIA) designation by July 1, and highlight the Student Learning Outcomes webpage from the College of San Mateo as this month's Featured Website! Please also browse the information on relevant News Items, Announcements, and Upcoming Conferences and Programs.

Assessment in Practice

Bringing the Student Voice to Transparency: One Model and Three

Tools

Joanna Boeing Bratton, Ruth C. Slotnick, Christina Ouellette

While working in the Bridgewater State University (BSU) Office of Assessment, a graduate assistant realized that one of the learning outcomes in her master's program was not applicable for her area of concentration within her program of study. This realization helped her discover the importance and urgency of program learning outcomes transparency in empowering the student to take charge of their own learning and success. During her time as a graduate assistant in the BSU Office of Assessment, she has leveraged her voice as a student with deans, the Academic Affairs Assessment Council, on-campus presentations, and poster presentations at regional conferences to share the importance and value of program learning outcomes for students. She has been integral in developing the BSU Transparency Project model from which three tools are shared for other campuses to use and adapt. The BSU Transparency Project started in 2017 with the purpose of promoting and enhancing transparency of program learning outcomes for current and prospective students, faculty, staff, and administrators. We encourage you to also participate in BSU's short survey on the perceptions of the visibility and understandability of learning outcomes on higher education campuses and organizations. **Read more...**

Viewpoint

Direct Instruction in Learning Outcomes for More Meaningful Assessment of Students of the Environment

Alan McIntosh & Jennifer Pontius

Assessment best practices suggest that the most effective way to *engage* and *include* students in mastering learning outcomes is to *directly* teach frameworks for applying learning outcomes and then practice these skills with clear guidelines about what differentiates competency from novice to mastery levels. A new text published by Springer provides such a tool for direct instruction and assessment of common learning outcomes for environmental programs. *Critical Skills for Environmental Professionals: Putting Knowledge into Practice* is designed to provide direct instruction and assessment tools for environmental majors. Selection of content for this book was based on a review of

learning outcomes published by leading environmental programs across the United States. Several common themes emerged that were focused on training students to apply their disciplinary knowledge base, with an emphasis on environmental problem solving. **Read more...**

Resources for Assessment During COVID-19

Making the Move to Online: Resources to Inform Assessment and Learning

NILOA developed numerous resources to help in the transition to remote learning during COVID-19. First, the recordings and slide decks for NILOA's six-part webinar series addressing topics of interest to inform assessment practice during and beyond the pandemic are freely available on our website homepage and YouTube channel. Several resources were also developed for these webinars, including:

- Assignment Charrettes in a Time of COVID-19
- Program Planning in a Time of COVID-19
- Planning for Effective Communication of Assessment: A Toolkit for Practice
- Activity: What is Your Philosophy of Assessment?

Furthermore, NILOA continues to curate a Google Document with information on assessment, institutional examples and responses, and general advice for instructors, students, administrators, and staff.

Excellence in Assessment (EIA)

Applications for the Excellence in Assessment Class of 2020 due July 1

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 now due by July 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

College of San Mateo

The Student Learning Outcomes webpage from the College of San Mateo (CSM) is NILOA's May 2020 Featured Website in the category of Centralized Assessment Repository aligning with the Transparency Framework's component of Assessment Resources and Assessment Plans. CSM provides an overview page discussing responsibilities for assessing, where assessment happens, and frequently asked questions about assessment. The college's 6 institution-wide learning outcomes are listed, along with detailed information defining each learning outcome and expected knowledge. Website visitors can explore the learning outcomes statements and assessment measures for student services departments, including the Assessment Services/Welcome Center, Career Services, and the Disability Resource Center. The Assessment Toolkit walks users through the development of learning outcomes, assessing outcomes, and documenting/reporting. **Read more...**

News

Higher Education in a Pandemic
Nan Travers, NILOA Senior Scholar, penned a three part article for the Evolllution discussing higher education in a pre-pandemic society, during the pandemic, and in a post-pandemic society highlighting the importance of equity, creating proper pathways for students, and flexibility.

Accreditation and the Future of Quality
Judith Eaton, President of the Council for Higher Education Accreditation (CHEA), discusses how quality can be maintained during and after the current pandemic. She specifically touches upon the centrality of effective assessment processes that support student learning outcomes, and the importance of institutional autonomy in decision-making and advancing their missions.

Standardized Testing During COVID
As students begin to take AP tests from home, there have been numerous issues plaguing the service, including students not being able to submit answers. For some students who have been preparing for these exams, the unreliability of technology and access to internet have become additional barriers. Frustrations with standardized testing could boil over, and some are asserting it could be another mark against tests like the SAT/ACT as some college presidents are calling to suspend these entrance requirements.

Online Exams & Proctoring
In the distance learning environment, many faculty and administrators have focused on mitigating cheating in online courses. However, focusing on proctoring labels as students as cheaters, disinterested in learning, and approaches assessment from a deficit mindset.

Some students have questioned the use of proctoring software given issues of consent and privacy. Instead, we should instill tenets of authentic assessment in online education, and take lessons from online exams to inform future instruction. Further, higher education should work to ensure online testing is equitable to all students and design, administer, and score final assessments equitably.

Pedagogical Lessons from Teaching in a Pandemic
There are various lessons faculty and instructors can take from the sprint to remote instruction to inform future practice including instilling a values-centered approach to instructional planning, and working towards designing educational practices society and students need now and will need in the immediate future.

Grading Considerations
Conversations on grading abound including: How lenient or strict should instructors be with students during the pandemic? How much homework and assignments should be given to ensure rigor in courses shifted to online? How should students be graded? These are complex questions, the answers to which carry implications for equity especially considering the high levels of anxiety students are coping with right now.

Remote Teaching and Learning
It is important to make the distinction between online learning and remote learning; the latter of which is more appropriate for higher education's response to COVID-19. This distinction can also help colleges and universities better plan for the Fall. Viewing the current landscape as remote teaching and learning can help better evaluate which tools can be helpful even after the pandemic.

Colleges Could Lose 20% of Students
A recent survey of over 2,000 prospective college students indicates that four-year institutions could face a significant loss in enrollment as students consider alternative plans including deferment or enrolling in community colleges. Especially troubling is that fifty-one percent of students of color stated they likely will not enroll in college at all next academic year, compared to 24% for white students.

Announcements:

Bridgewater State University (BSU) Transparency Survey
BSU's Office of Assessment is seeking your input pertaining to perceptions of the visibility and understandability of learning outcomes on higher education campuses and organizations. The data from this quick 5 minute survey will be used to refine a Transparency Framework model for BSU and other higher education institutions.

Webinar Recording Now Available
The recording of the Watermark and NILOA "COVID Conversations: Adapting Assessment & Focusing on Outcomes During a Crisis" webinar is now available. The webinar panelists, moderated by NILOA's Natasha Jankowski, discussed their plans for assessing learning, promoting continuous improvement at their institutions, and reinforcing the purpose of assessment during the pandemic.

New CAS Functional Area Resource Paper for Fraternity and Sorority Advising Programs

The Association of Fraternity/Sorority Advisors (AFA) and the Council for the Advancement of Standards in Higher Education (CAS) have partnered to release the Functional Area Resource Paper for Fraternity and Sorority Advising Programs (FSAP). This resource—which will be freely available during the COVID-19 pandemic with code CAScovid-resources20—includes an introduction, brief overview of the FSAP functional area, and examples of how institutions have used the standards.

New *RPA* Article

Research and Practice in Assessment (RPA) has switched its publication model towards releasing articles as they are ready, with the first article-level publication: "The Assessment Skills Framework: A Taxonomy of Assessment Knowledge, Skills and Attitudes" from S. Jeanne Horst and Caroline O. Prendergast. The Assessment Skills Framework "can be used to evaluate current professional development offerings and plan new, intentionally designed programs in accordance with backward-design principles."

TPM Resource Guide: A Compendium for High-Quality CTE

This new resource guide from the U.S. Chamber of Commerce Foundation informs how Talent Pipeline Management can serve as a framework to build stronger career and technical education (CTE) partnerships between colleges and industry.

AAC&U Releases New Guiding Vision of Liberal Education

The Association of American Colleges and Universities (AAC&U) released "What liberal Education Looks Like: What It Is, Who It's For, and Where It Happens" to set forth its vision for how undergraduate education can help address some of the issues affecting democracy and our global community.

Call for Book Chapters

New call for chapter proposals for an upcoming book published by Stylus tentatively titled "The Impact of Sense of Belonging in College: Implications for Student Persistence, Retention, and Success". Follow the link for more information. All proposals are due by May 31, 2020.

Standardized Components for a Competency-Based Educational Record

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) released a new guiding document informing registrars and admissions officers currently using micro-credentials and digital certificates to use IMS Global's Learning Consortium Digital Standards for Learners Records because the standards are interoperable with other networks allowing for clearer communication.

The Summer Institute for Improving Undergraduate Education is Going Virtual

The Summer Institute for Improving Undergraduate Education slated for July 13-16, 2020, will now take place online! Campuses are invited to assemble a team and participate in the Summer Institute to receive support in making sense of data, implement equity-minded improvements, and create an evidence-based action plan to strengthen the learning of all students. Apply today!

Upcoming Conferences and Programs

May 19. Webinar: The Power of PLA Today: Recognition of Prior Learning for Access, Equity, Learning & More.
11:00 am – 12:00 pm. PLAIO SUNY Empire State College.

May 20. Webinar: Creating an Inclusive Learning Environment: Accessibility for Student Affairs Practitioners.
12:00 pm – 1:00 pm. ACPA.

May 21. Webinar: Academic Integrity: Creating a Preventative Education Campaign for Your Institution.
12:00 pm – 1:00 pm. ACPA.

May 27. Webinar: Time, Place, Manner (New approach for developing supervision skills).
12:00 pm – 1:00 pm. ACPA.

May 28. Webinar: Assessment Basics #4: Making Data-Informed Decisions.
1:00 pm – 2:00 pm. Watermark.

May 28. Webinar: Best Practices in Developing and Implementing Competency-Based Education (CBE) Programs in Institutions of Higher Education.
2:00 pm – 3:00 pm. Institute for Competency-Based Education (ICBE).

May 28. Webinar: Building an Institutional Mental Health Action Plan for the COVID-19 Pandemic and Beyond.
1:00 pm – 3:00 pm. ACPA.

May 29-31. The Teaching Professor VIRTUAL Conference.
Magna Publications.

June 1. Proposals due: 7th Annual Drexel University Assessment Conference.
Philadelphia, PA. Drexel University.

June 2-5. Remote Learning Experience – AAC&U 2020 Institute on General Education and Assessment.
Association of American Colleges and Universities.

June 3-4. Washington and Jefferson College Summer Workshop – Administrative Assessment.
Washington and Jefferson College.

June 4. Webinar: Using Arts Activities to Increase Self-Awareness, Emotional Health, and Cultural Sensitivity During COVID-19 and Beyond.
12:00 pm – 1:00 pm. ACPA.

June 8-10. 2020 Fast Track to Success Virtual Conference.
Fast Track to Success Project.

June 8-11. AALHE VIRTUAL Tenth Annual Assessment Conference.
**The NILOA team will be participating in multiple sessions and delivering a

keynote at AALHE's virtual conference, so please keep an eye out for us in the conference program!

June 11. T3 Network Midyear Webinar Information.
2:00 pm – 3:30 pm. T3 Network.

June 15-July 12. Assessment by Design Online Workshop.
Johnson County Community College.

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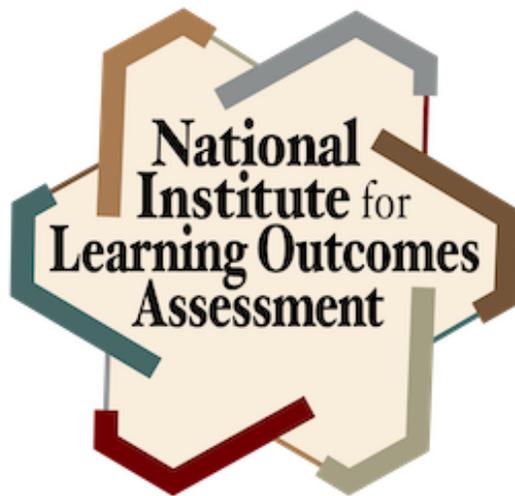
NILOA June 2020 Newsletter

Welcome to the June 2020 edition of the NILOA Newsletter! We begin today by announcing that NILOA recently became a member of Today's Student Coalition in support of the organization's mission of "advocat[ing] for postsecondary policies that support the success of today's students." We look forward to future collaborations and supporting and assisting the work.

Today also marks the official release of the Equity in Assessment Case Study series, undertaken in partnership with the Council for the Advancement of Standards in Higher Education (CAS) and Campus Labs. The first three cases highlight examples of equitable assessment practice at Cornell University, Portland State University, and Capella University, offering ideas and perspectives that can inform implementation decisions for Fall 2020.

Then, we premiere NILOA's Assessment Perspectives podcast! Our first episode features Christina Ouellette, a graduate student at Bridgewater State University (BSU) leading their Transparency Project.

We invite you to provide brief vignettes showcasing equitable assessment practice to be featured in an upcoming book, to participate in a NILOA survey seeking to understand the impacts COVID-19 had on assessment, and to apply for the 2020 Excellence in Assessment (EIA) Designation.

Finally, we highlight Western University's Thrive Online webpage as our Featured Website, and provide useful information on relevant News Items and Upcoming Conferences and Programs.

Equity Case Studies

Cornell University: Ripple Effect Mapping

Leslie Meyerhoff

At Cornell University, many believe that equity-minded assessment practices should invoke participatory practices aimed at validating diverse stakeholder experiences. Equity-minded assessment practices explicitly name issues of power and actively work against systems of oppression; they should be easy to understand and easily accessible to all stakeholders; and the student or participant should remain at the center of the assessment. Ripple Effect Mapping (REM) is used as an alternative means to examine practice by not only learning about equity-minded assessment but also elevating the student voice and experience. REM is an iterative and inclusive assessment process that engages program and community stakeholders to map a program's impacts. It also holds that we can only identify these impacts by including stories of diverse stakeholders and giving them equal validity in the analysis process. **Read more...**
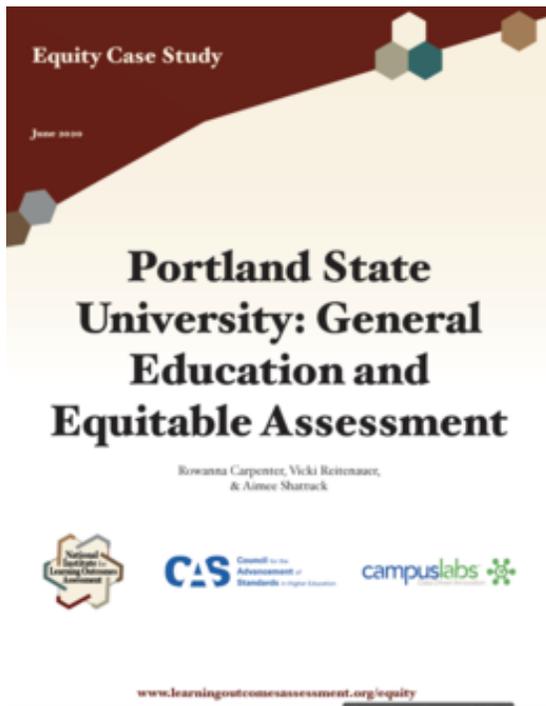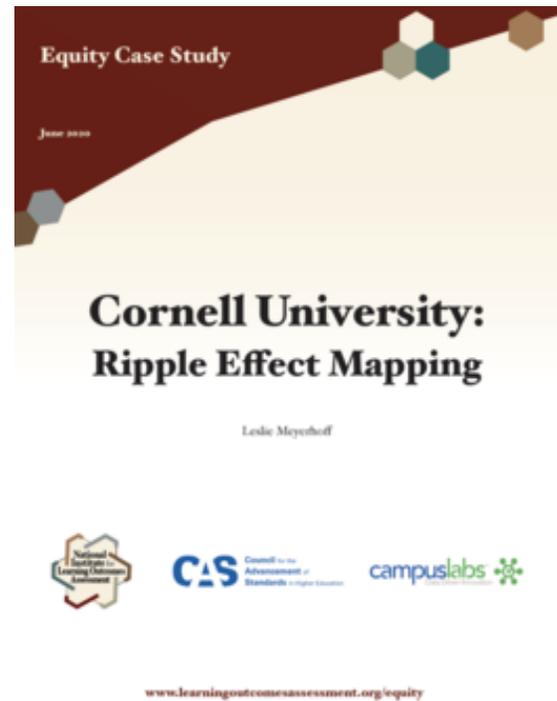
Portland State University: General Education and Equitable Assessment

Rowanna Carpenter, Vicki Reitenauer, & Aimee Shattuck

For Portland State University (PSU), equitable assessment practice includes space for all students and faculty to participate in ways that are meaningful to them, grounded in an appreciation of their strengths and in the understanding that it is assessment's job to find ways to support them in improvement. Equitable assessment practice means that students have the opportunity to show their learning in multiple ways, not just through high stakes standardized tests. At its best, equitable assessment processes consider multiple pieces of evidence of student learning, ideally curated by the student so that their understanding of their learning is part of the assessment process. In the general education program, PSU has made an intentional effort to pair assessment and faculty

support efforts so that faculty are willing to engage in critical reflection about their own practice and in conversation about who our students are and how we can best serve them. **Read more...**

Capella University: Equity and Transparency

Nancy Ackerman

At Capella University, assessments are designed to ensure that learners have opportunities to learn and practice career-relevant competencies. In order to deliver on the quality and fairness of these assessments, Capella ensures transparency for all learners in each course for each assessment, beginning with how the assessment criteria are aligned to the course competencies. Learners are provided with a rubric that has discreet and descriptive performance levels to guide them to understand how their performance on the assessments will be evaluated – there are no surprises. Instructors also provide learners with additional feedback on ways to improve, as well as specific information about why his or her performance was assessed in the way it was. Learners have both a text and visual view of their progress on competency achievement through a Competency Map, which is a course-based dashboard that visually indicates each student's status relative to specific assessed competencies. **Read more...**
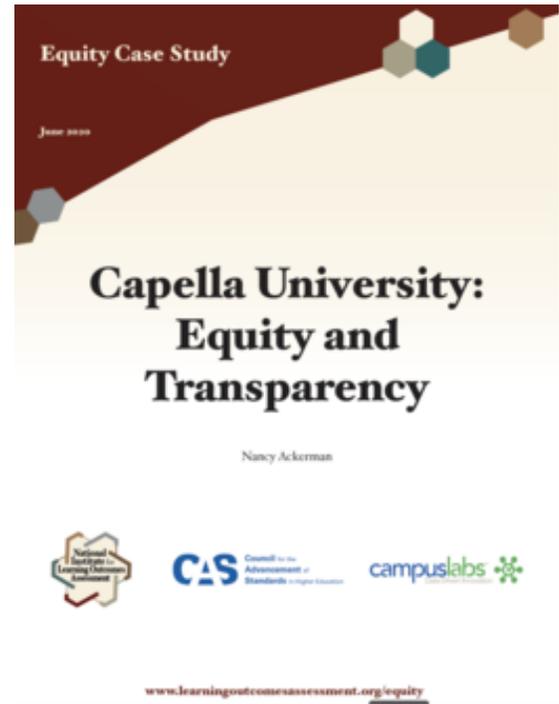
Podcast

Assessment Perspectives: Bringing Voices to the Table

Ep 1. Christina Ouellette, Graduate Student, Bridgewater State University

The Assessment Perspectives podcast highlights useful practices, innovations, personal experiences of those doing assessment work, and examines career trajectories of leaders that have impacted the field of assessment. The first episode features Christina Ouellette, a graduate student who leads Bridgewater State University's Transparency Project. The BSU Transparency Project started in 2017 with the purpose of promoting and enhancing transparency of program learning outcomes for current and prospective students, faculty, staff, and administrators. We thank you for listening, and

encourage you to also participate in BSU's short survey on your perceptions of the visibility and understandability of learning outcomes in higher education campuses and organizations. **Listen...**

Call for Equity Vignettes

Call for Examples:
Vignettes of Equitable Assessment Practice

An upcoming book from Stylus Publishing aims to assist higher education faculty and staff in implementing equitable assessment at different levels throughout higher education. One central element of the book is providing examples of practice, showcasing how assessment for equity is carried out within classrooms, academic programs, student affairs units, co-curricular activities, and across an institution. We invite you to share examples of equitable assessment practice for inclusion in the book by **completing the form** by August 1, 2020. **Provide Examples...**

Survey: Impacts from COVID

COVID-19 Survey of Assessment-Related Changes Made in Spring 2020

As a result of COVID-19, the higher education landscape drastically shifted, including assessment related processes, practices, reporting mechanisms, and assessment of student learning itself. This NILOA survey is designed to capture a snapshot of assessment-related changes made during Spring 2020 in response to the sudden shift to remote instruction and to inform future professional development needs. We invite you to participate in this brief 3-5 minute survey and share your experiences so that we can learn and use it in future planning. NILOA will release a report based on the survey findings. **The survey closes June 25, 2020**. **Take the Survey...**

Excellence in Assessment (EIA)

Applications for
the Excellence in Assessment
Class of 2020 due July 1

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 July 1, 2020**. **Read more...**

HBCU-CEEQA

Historically Black Colleges and Universities
Collaboration for Excellence in Educational Quality Assurance
Annual Convening

HBCU-CEEQA will hold its 3rd Annual Convening virtually June 26, 2020. During this convening, members will engage a panel of HBCU presidents in a series of conversations around the linkages between a culture of assessment and accreditation, and the success of HBCUs. Attendees will also discuss the role of senior leaders in supporting assessment and institutional effectiveness professionals, all in the advancement of the mission of HBCUs, and for the purpose of controlling the narrative regarding the impact of these great institutions. HBCU-CEEQA membership reflects 35% of the population of HBCUs in the U.S., 5 national organizations, and approximately 77 individual members. NILOA is proud to work in partnership with HBCU-CEEQA and to share joy in all the accomplishments of the members. For more information on how to get involved, please contact Dr. Verna Orr, NILOA Post-Doctoral Researcher, at vorr2@illinois.edu.

Featured Website

Western University

Western University's Thrive Online webpage is this month's NILOA Featured Website as an example for how evidence of student learning can be shared in different ways; in this case, by letting students tell their learning stories. Thrive Online is a space for Western University students to share their learning stories and life experiences so that peers can celebrate, engage, and educate each other even while not physically together on campus. The website stresses the values of joy, courage, curiosity, equity, decolonization, empathy, hope, humility, and integrity across the platform. Students who contribute to Thrive Online can have their pieces published in the Scholars' Life print magazine, which can then go into their resume/CV. Students are also encouraged to submit course blog assignments, or share observations and insights from coursework. Students can post on various topics, including academics, culture and community, student experiences, wellness, and more.
Read more...
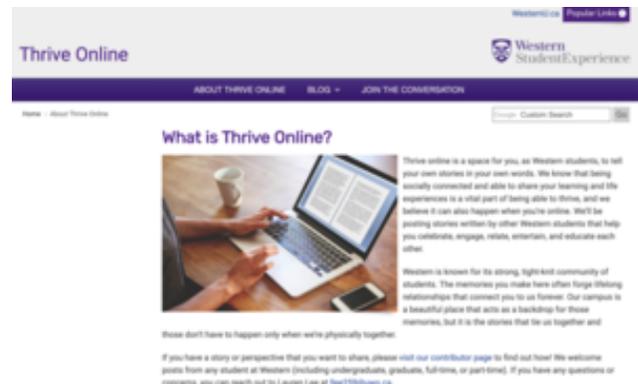
News

Reopening HBCU Campuses - It's Bigger than Football

Dr. Roslyn Clark Artis, President of Benedict College, urges HBCU presidents who are considering whether to reopen campuses this Fall for in-person instruction to heavily weigh the implications of the decision by considering "the uniqueness of individual campus contexts, cultures, capacity, demographics", social realities, and student needs; not just finances. HBCUs are often a haven for their students, and the decision to reopen or continue distance education is complex.

My Turn: Being Black in America, Part 1
Nine African American community leaders from the Champaign-Urbana area shared their stories about what it is like to be Black in America. As we see history repeating itself due to the lack of progress on social issues, Dr. Gianina Baker, NILOA Assistant Director, shares her thoughts on radical self-care through participation and support for the needed protests for Black Lives Matter, and how hope is carrying her through these times.

New Issue of *Assessment Update*
The latest issue of *Assessment Update* is now available! We encourage you to read the NILOA Perspectives article "Faculty Development in the Context of Assessment", and to peruse the rest of the issue. Featured articles include "Engaging Faculty in Assessment of Institutional Learning Outcomes" and "Defining What Matters to Faculty: Aligning Programming by Assessing Needs".

How College Students Viewed This Spring's Remote Learning
Eric D. Loepp, assistant professor of political science at the University of Wisconsin at Whitewater, surveyed his students to understand their experience with the shift to remote teaching last Spring. The results showed that his students valued continuous and clear communication from professors while also being able to express themselves.

Your Strategy for Assessment During COVID: Keep Calm & Collect On
A panel moderated by Dr. Natasha Jankowski stressed that while the Spring semester is an irregularity, we should still continue to assess for the purpose of understanding equity, discovering what worked well and what didn't, and maintaining stability in our assessment strategies.

Will the Pandemic Revolutionize College Admissions?
As more institutions drop ACT/SAT requirements, higher education is at a cross-roads for what this means for college admissions. Some are giving thought to how we could replace standardized test requirements, and what a new admissions process could look like keeping in mind issues such as reading scores and gender gaps in college enrollment. Meanwhile, the College Board is asking colleges to be flexible with score cutoff dates and requirements this Fall; especially after they dropped plans to proceed with at-home testing due to internet access inequities.

What Do We Know About This Spring's Remote Learning?
Featuring insights from NILOA's own Dr. Natasha Jankowski and Dr. Jillian Kinzie, this *Inside Higher Ed* article offers a few caveats to consider when attempting to evaluate the sudden shift to emergency-remote learning that happened last Spring as a result of COVID-19.

Qualified!: Robust Assessment of Prior Learning

The University of Maryland's Global Campus has developed the Qualified! program, where students will be able to maximize their prior learning to earn college credits and shorten their time-to-degree.

Announcements:

Complimentary Registration for the 2020 Assessment Institute

The 2020 Assessment Institute in Indianapolis will be held virtually this year. The organizers are happy to announce that registration will be complimentary this year for all members of the higher education community, including the pre-conference workshops. NILOA is happy to be a partner as the Assessment Institute continues to find ways to support colleagues facing travel and resource constraints in light of the ongoing COVID-19 pandemic. Register today!

NILOA's AALHE Conference Recordings

We invite you to view the recording of two NILOA sessions from this year's virtual AALHE Conference: Dr. Natasha Jankowski's keynote "Reflections on Equity in Interesting Times" and an On-Demand Session by Dr. Gavin W. Henning, Dr. Natasha A. Jankowski, Dr. Anne E. Lundquist, and Erick Montenegro "Equitable Assessment in Action: Case Studies of Implementation".

New Leadership for NECHE and CHEA

Two accreditors announced new leadership changes. Lawrence M. Schall will be the next president of the New England Commission of Higher Education (NECHE), and Cynthia Jackson-Hammond will be the new president of Council for Higher Education Accreditation (CHEA).

New Article in *RPA*

Research & Practice in Assessment has moved to a new format by publishing articles as they become ready until a full issue is created. The most recently published article "Institutional Academic Assessment and Effectiveness in Higher Education: A Saudi Arabia Case Study" offers a glimpse into Imam Abdulrahman Bin Faisal University's attempt to institutionalize academic assessment protocols, procedures, and culture.

New Issue of *Change*

The latest issue of *Change: The Magazine of Higher Learning* features many articles of interest focused around the theme of "An Unpaid Debt: The Case for Racial Equity in Higher Education". Articles in this issue include "The Case for an Anti-Racist Stance Toward Paying Off Higher Education's Racial Debt" and "Do We Really Know What We See? The Role of Cognitive Bias in How We View Race in Higher Education".

Presentation Recordings Available from 2020 Higher Ed Assessment Conference

New England College has made available the session slides and recordings from this year's Higher Education Assessment Conference. There are two recordings for each session: one with closed captioning and one without.

Upcoming Conferences and Programs

June 18. Ask Natasha! An AALHE Live Session.
3:00-4:00pm. Association for the Assessment of Learning in Higher Education (AALHE).
**Dr. Natasha Jankowski, NILOA Executive Director, will answer your assessment questions in this conversational one-hour session for registered attendees of this year's AALHE Conference.

June 21-25. Virtual Immersive Learning Research Network 2020 Conference.
Immersive Learning Research Network (iLRN).

June 23-26. 2020 Virtual Student Affairs Assessment Institute.
American College Personnel Association (ACPA).

June 24. Webinar: Design Assignments that Promote Academic Integrity in Online Environments.
10:00-11:00am. New England Educational Assessment Network (NEean).

June 25. Webinar: National Research Collaborative on CBE/L – The Evolving Role of Faculty in CBE Programs: Considerations for Research.
American Institutes for Research (AIR).

June 26. HBCU-CEEQA Virtual Annual Convening.
8:30am-5:30pm. HBCU Collaborative for Excellence in Educational Quality Assurance (CEEQA).

July 1. Papers Due: AALHE Publications Special Edition- Assessment: Perseverance During a Pandemic.
The Association for the Assessment of Learning in Higher Education (AALHE).

July 13-15. International Conference on Learning.
Valencia, Spain. University of Valencia.

July 20. Proposals Due: 2021 AAC&U Annual Meeting.
Association of American Colleges and Universities (AAC&U).

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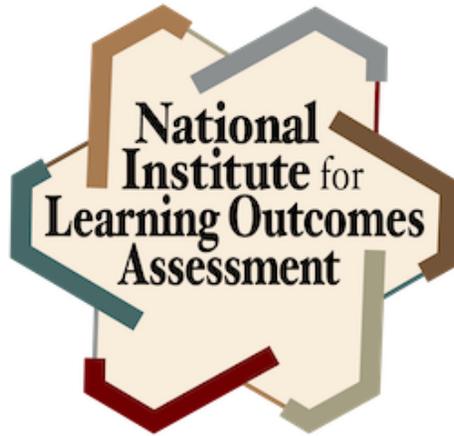
NILOA July 2020 Newsletter

Welcome to the July 2020 edition of the NILOA Newsletter. We are happy to offer an abundance of assessment resources to inform practice including an equity case study, occasional papers on re-imagining student employment and working with employers, assessment in practice examples for library assessment, a curriculum mapping example, featured website, and a call to share equity-minded assessment vignettes. In addition to the news and information on forthcoming events, the newsletter offers announcements of new reports, tools, and surveys. We wish you good health and happy reading!

Equity Case Studies
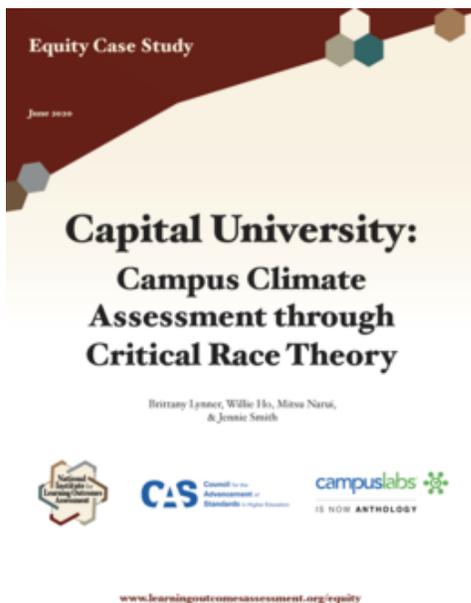
Capital University: Campus Climate Assessment through Critical Race Theory

Brittany Lynner, Willie Ho, Mitsu Narui, & Jennie Smith

Capital University, founded in 1830 and chartered in 1850, is a private, liberal arts university located in Columbus, Ohio. In 2015, a broad group of faculty and staff began meeting to engage in discussions about diversity and inclusion at Capital University. A committee was formed and worked for over a year to build the framework for a Strategic Diversity and Inclusion plan. As part of the plan, one of the recommendations was to assess the campus climate. To examine campus climate, the study was undertaken with a Critical Race Theory (CRT) framework, which did not assume that the climate was already equitable for all students. Instead, the study asked the following questions: What are the actual experiences of students of color? Do students of color have different experiences than White students? Are students' perceptions of diversity and inclusion different by race? This case from Capital University highlights how institutions can use CRT to examine existing processes and practices in order to create more equitable assessment practices. **Read more...**

Occasional Papers

Working with Employers: Tips for Success

Natasha A. Jankowski & Gianina R. Baker

Stronger, meaningful connections are needed between employers and higher education, however, questions abound about how best to work together. Stemming from conversations with members of the higher education and employer communities over the past three years, this Occasional Paper provides tips for fostering successful partnerships and collaboration between higher education and employers. Three lessons learned from successful employer and higher education partnerships are introduced: the importance of context, tips for sparking conversation between faculty and employers, and questions to ask one another to find common values and deeper understanding. **Read more...**
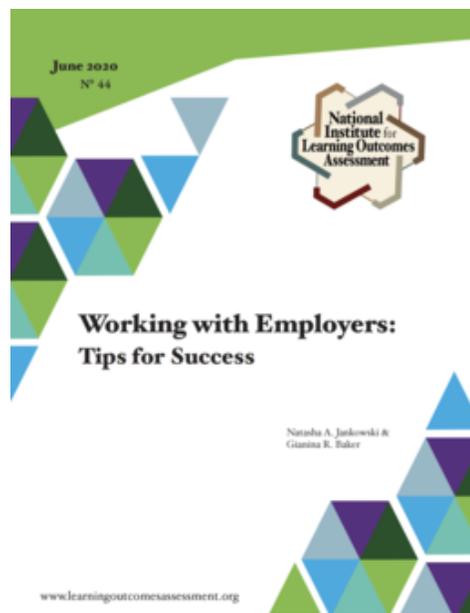
Mapping and Assessing Student Learning in Student Affairs

Natasha A. Jankowski & Gianina R. Baker

Over the last three years, the National Institute for Learning Outcomes Assessment (NILOA) assisted institutions which were developing Comprehensive Learner Records and scaling high-impact practices. In each of these initiatives, mapping of learning, redesigning assessments, and creating assignments was a staple of practice. Further, assessment practitioners were reminded that before staff jump into implementing assessment and writing the perfect learning outcome statement with just the right verb, time is needed to think about what is being built, why, how, and which students are being served. This Occasional Paper provides inroads to such discussions, offering resources to inform practice and use in professional development. **Read more...**
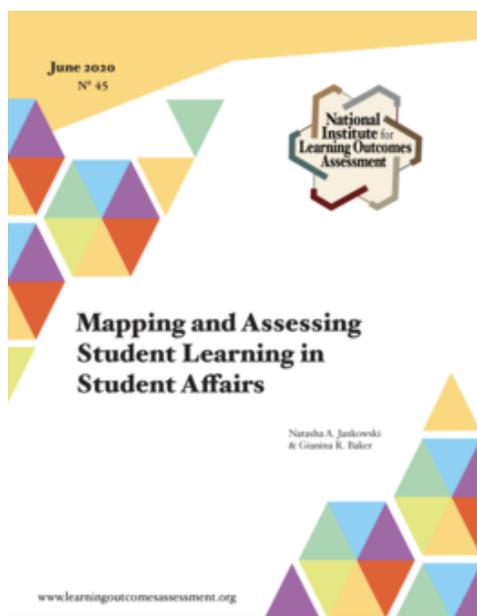
Assessment in Practice

Connecting Student Employment to Student Learning & Development

Olivia Baca, Cindy Pierard, & Anne Schultz
University of New Mexico

Many students work during college and many work in libraries. The University of New Mexico University Libraries (UNMUL) Access Services team leveraged a student employment program to enhance students' connection with the overall educational experience by structuring the employment experience to be beneficial to student learning and success. UNMUL redesigned employment practices to be in alignment with the Iowa GROW® (Guided Reflection on Work) program, which helps students learn about connections between their jobs, learning, and career goals. A study of the implementation of the GROW® program found it to benefit both student employees and student supervisors. **Read more...**
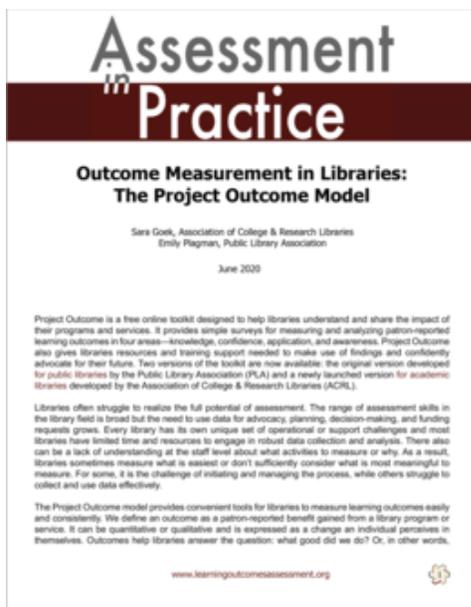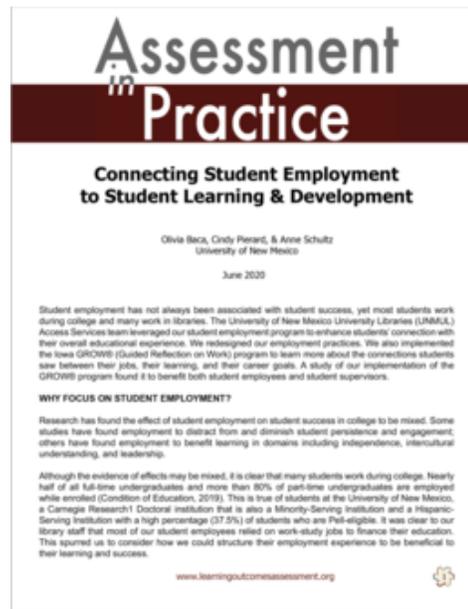
Outcome Measurement in Libraries: The Project Outcome Model

Sara Goek, Association of College & Research Libraries
Emily Plagman, Public Library Association

Project Outcome is a free online toolkit designed to help libraries understand and share the impact of their programs and services. It provides simple surveys for measuring and analyzing patron-reported learning outcomes in four areas—knowledge, confidence, application, and awareness. Project Outcome also gives libraries resources and training support needed to make use of findings and confidently advocate for their future. The range of assessment skills in the library field is broad but the need to use data for advocacy, planning, decision-making, and funding requests grows. The Project Outcome model provides convenient tools for libraries to measure learning outcomes easily and consistently. **Read more...**

Call for Equity Vignettes

Call for Examples:
Vignettes of Equitable Assessment Practice

An upcoming book from Stylus Publishing aims to assist higher education faculty and staff in implementing equitable assessment at different levels throughout higher education. One central element of the book is providing examples of practice, showcasing how assessment for equity is carried out within classrooms, academic programs, student affairs units, co-curricular activities, and across an institution. We invite you to share examples of equitable assessment practice for inclusion in the book by **completing the form by August 1, 2020**. **Provide Examples...**

Curriculum Mapping Toolkit

Curriculum Mapping Example: Lincoln Memorial University's College of Veterinary Medicine

Patricia Butterbrodt

The concept of a map indicates the user is searching for information and has gone to the map to locate the information needed, with different types and layers of information available in maps with different foci. Likewise, a curriculum map will look different from one user to another, from one school to another, from one university to another. There are multiple designs for a curriculum map, and depending on the information presented, a curriculum map can be very simple or quite complex. This example from Lincoln Memorial University offers a description of a multi-layered mapping process including the uses of mapping, resource needs, mapping levels, possible formats, and other important considerations. **Read more...**
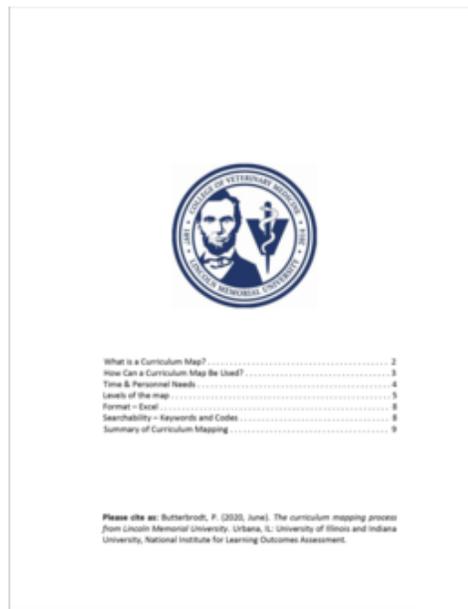
Featured Website

Texas A&M University System

The Empower U website from the Texas A&M University System's is this month's NILOA Featured Website in the category of Communication and serves as an example of the Transparency Framework's component on Student Learning Outcomes Statements. In developing the website, the system relied on NILOA's Transparency Framework to guide the types of information made available to visitors. Institutions in the Texas A&M University System share a common set of student learning outcomes, and are encouraged to pursue an assessment culture of improvement; emphasizing a commitment "to responsible assessment practices that stress fairness and equity, and transparency." Website visitors can find information on the six system-wide learning outcomes; including a description of each outcome and an overview of the multiple measures that will be used as sources of evidence for each outcome. Information regarding how different system universities engage in assessment and quality enhancement from an evidence-based and continuous improvement perspective can also be explored. **Read more...**

News

A Push for Equitable Assessment
NILOA, in parntership with CAS and CampusLabs now Anthology released a series of case studies highlighting equitable assessment practices in higher education. The hope behind these cases are to provide the field examples of practice that can inspire others to use assessment as a tool for equity focused on students and their learning.

How to Engage Students in a Hybrid Classroom
HyFlex, simultaneously teaching students who are physically in the classroom and those

who are attending remotely, "provides options for students who can't come to class for health or logistical reasons, and allows for socially distant classrooms by rotating students through on alternating days." A good tip to designing a HyFlex course is approaching it as a fully online class with the in-person aspect being an enhancement to the course, however, particular attention should be paid to issues of equity and access to the option.

Next-Gen Assessment: A Multimedia Series for Educators Transitioning Online

AAC&U has created a blog space for assessment specialists, educators, and other professionals to "exchange information about new assessment challenges and emerging best practice." Through open dialogue amongst professionals, innovation and progress in distance learning and assessment can be effectively and efficiently made. One such piece of advice deals with the argument toward not drastically changing course learning outcomes in the switch to remote instruction. Instead of quickly changing outcomes, discuss with faculty committees and administrators to consider the larger course context and how it aligns with program and institutional goals.

Should Colleges Rethink Final Exams in the COVID Era? Some Profs Try 'Epic Finales'

The various pedagogical changes happening in higher education in response to COVID might provide an opportunity to also re-think final exams. Professor Anthony Crider from Elon University uses "epic finales", which are more memorable and experiential than final exams; such as having students teach course concepts to seniors via Zoom (blending elements of volunteering) along with a brief reflective essay on lessons learned.

Did Students Learn as Much During Remote Online Instruction?

This EdSurge podcast episode talks with faculty members to discuss whether students learned as much during the spring semester due to the sudden switch to remote instruction. While the assumption can be that learning took a deficit due to the change in delivery, one faculty member finds the opposite was true: students dove into the course content and conversations were rewarding.

Equity in College Admissions

The pandemic created the perfect opportunity for college campuses to have conversations about admissions policies and potentially moving away from standardized tests. But what will replace those tests? Further, how will colleges place students in coursework? With many students not able to take important final exams in high school, such as the International Baccalaureate (IB) exam that awards college credit, many believe this will open the door for admissions to use algorithms that move the conversation away from evaluating the individual student toward creating cohorts that fulfill campus goals. But even algorithms can be biased.

Another Regional Accreditor Goes (More) National

The Middle States Commission on Higher Education will join the Western Association of Schools and Colleges' Senior College and University Commission in expanding its reach, and consider institutions outside their traditional region. The decision follows a recent federal mandate granting this ability to accreditors.

With a Degree No Longer Enough, Job Candidates are Told to Prove Their Skills in Tests

More employers are having potential hires take tests that assess their content knowledge, ways of thinking, decision-making, communication, and so on as part of the hiring process. While this creates another potential barrier for college graduates, it also opens the door for employers to find talent who do not have a college degree but do possess the relevant skills and experience.

Announcements:

Research Report: COVID-19 and Your Campus: Impacts on Teaching & Learning and Institutional Effectiveness

When COVID-19 closed higher education campuses in March 2020, students, faculty, and staff faced extraordinary challenges. In May 2020, Watermark conducted a national survey, collecting responses from 858 higher education professionals at 706 institutions to understand the effects of COVID-19 disruption on mission-critical processes in Spring 2020. Respondents shared their experiences of assessment, student feedback, faculty activity reporting and reviews, and catalog and curriculum management amid the pandemic, and plans for Fall 2020 and beyond. Respondents suggested practices and technologies institutions can apply in the new, COVID-altered landscape to support mission-critical processes that inform decisions and drive improvements in teaching and learning. You'll find these and more in the report's Action Plan. **Read the Report**

Paper Release: Measuring Student Strengths: Using Noncognitive Data to Address Retention and Success Initiatives

Campus Labs (now Anthology) has released a whitepaper exploring the links between enrollment and student success factors. They reviewed trend data for six noncognitive factors—including campus engagement, resiliency, and self-efficacy— with the understanding that noncognitive factors can provide campuses with rich information about their students. The paper also has case studies where such data helped institutions implement meaningful interventions.

Free Guide: Equity-Minded Syllabus Review Guide

The Center for Urban Education has released a free syllabus review guide as part of its Equity-minded Inquiry Series. The guide helps instructors review and reflect on syllabi content through a race-conscious lens, focusing on opportunities to better support students of color.

Free Toolkit: Inclusive Teaching Practices Toolkit

This free toolkit from the Association of College and University Educators (ACUE) provides ten inclusive teaching practices tailored to online teaching, but can also be useful for in-person classes. Practitioners in the field also provide valuable insight and resources to aid with implementation.

Survey: The HBCU Assessment Professional

If you are an assessment professional at a Historically Black College and University (HBCU), please consider participating in this survey administered by Mercer University. The purpose of the study is to examine the career profile of assessment professionals at HBCUs. The results will depict who they are, where they work, what they do, and what motivates them to continue their engagement in the field of assessment.

Survey: BSU National Learning Outcomes Transparency Survey

Bridgewater State University's Office of Assessment is conducting a survey to gather perceptions of the visibility and understandability of learning outcomes on higher education campuses and in organizations. The data will be used to refine a Transparency Framework model for BSU and other higher education institutions. We encourage you to participate and share your insight today!

Upcoming Conferences and Programs

July (Ongoing). AAEEBL Annual Meeting 2020 (Virtual Edition).
The Association for Authentic, Experiential, & Evidence-Based Learning.

**Spread over four weeks in July, the virtual AAEEBL Annual Meeting is free and open to all, with live and recorded sessions.

July 23. Webinar- How to Design Learning Games Using Online Platforms Such as Zoom, an LMS or WordPress.
10:00-11:00 am. Contact North: Online Learning.

August 12. Webinar-An Intentional Process of Forming New (GLOs) Guttman's Institutional Learning Outcomes.
10:00-11:00 am. Assessment Network of New York (ANNY).

August 14. Proposals due- Academic Chairpersons (AcaChair) Conference.
New Orleans, LA. Kansas State University.

August 14. Proposals due - AERA Annual Meeting Submissions.
Orlando, FL. American Educational Research Association (AERA)

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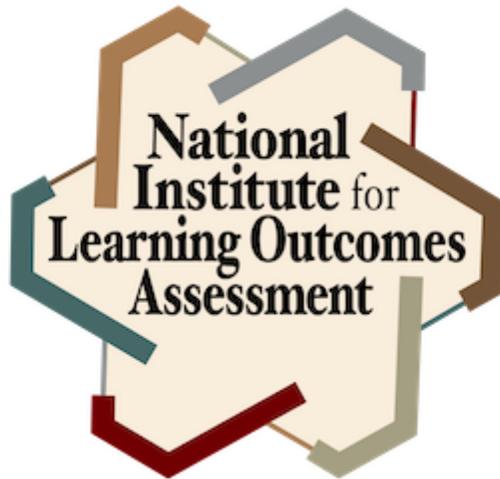
NILOA COVID-19 Survey Report and Webinars
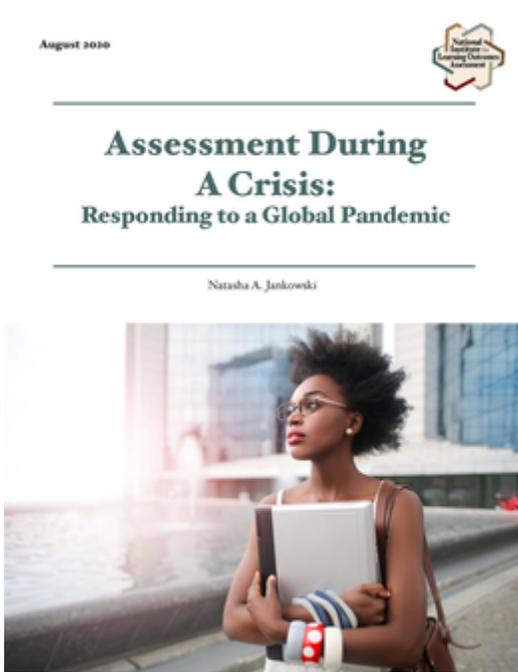
In March 2020, institutions abruptly pivoted to remote instruction in response to COVID-19. In June 2020, NILOA launched a survey to capture a snapshot of assessment-related changes made during Spring 2020, and to help determine remaining professional development needs.

NILOA is pleased to release of the findings from the national survey. The report, **_Assessment During A Crisis: Responding to a Global Pandemic_**, presents findings from 813 responses, representing 624 different institutions and organizations. The report provides an overview of findings, couples those findings with other reports released from March through July, and provides "do's" and "do not's" for higher education and the field of assessment—looking beyond Fall 2020. **Read the report...**

Watermark Webinar

Join Watermark and NILOA on **August 19th from 3:00-4:00 EST** for a free webinar panel moderated by Dr. Natasha Jankowski offering collective insight into how institutions are planning to move forward this fall and beyond. **Register here for COVID-19 and Your Campus -**

Watermark & NILOA Share a Snapshot of Institutional Impact.

In this joint webinar, we'll share a snapshot of the changes across more than 1,000 different responding institutions, as well as suggested practices to support mission-critical processes in a new, COVID-altered landscape. We will also explore:

- What kinds of assessment-related changes are yielding the most benefit for students and faculty
- How to better prepare faculty for online instruction, assessment, and activity reporting
- Planning to ensure continuity of core institutional processes
- What kinds of data to collect and use to continue driving institutional improvements

Read Watermark's recently released research report, COVID-19 and Your Campus: Impacts on Teaching & Learning and Institutional Effectiveness.

AEFIS Academy Webinar

To continue the conversation, please join NILOA and AEFIS on **September 23rd, 2020 at 2:00 pm EST** for a free webinar panel discussion, "Assessment During A Crisis: Checking in on You!" **Register now!**

This panel gives the higher education community an opportunity to listen in on overarching themes gleaned from the data collected to "check-in" and see how things are going now that the fall semester is underway, and learn some promising practices from leaders who have acted on student feedback during the pandemic. Panelists to be announced - stay tuned!!

It is our goal to provide the audience with the following intended key takeaways:

1. Consider your current efforts to use data to inform your changes to processes and policies
2. Think beyond quick fixes and tackle broader issues and systems
3. Deliver authentic lifelong learning, skills recognition, and employability enablement in courses, co-curricular, and experiential activities
4. Create a student-centered institution using feedback to continue to drive changes
5. Build a sustainable momentum and demonstrate the impact of ongoing work to deliver authentic lifelong learning

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NILOA August 2020 Newsletter

Welcome to the August 2020 edition of the NILOA Newsletter. We begin with an announcement that Erick Montenegro, NILOA's communication coordinator and research analyst, will be joining the Credential Engine as their new director of communications starting in September! Erick has been an integral member of the NILOA team for the last five years, and we are excited that he is bringing his background on transparency and equity to the Credential Engine. We are also delighted that Erick will continue to be affiliated with NILOA as a NILOA Fellow focused on addressing issues of equity and assessment. Please join us in congratulating Erick and wishing him well in his new endeavors!

This newsletter highlights NILOA's COVID-19 survey report which provides snapshots of assessment-related changes made during Spring 2020 as a result of higher education's abrupt pivot to remote instruction. We also feature an occasional paper on the Comprehensive Learner Record. We also invite you to join us in congratulating the 2020 class of Excellence in Assessment Designees - the largest class yet! The newsletter concludes with an equity response, and news and information on forthcoming events.

NILOA COVID-19 Survey Report
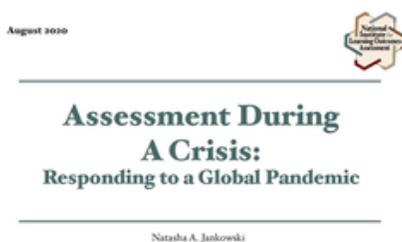
Assessment During A Crisis: Responding to a Global Pandemic

Natasha A. Jankowski
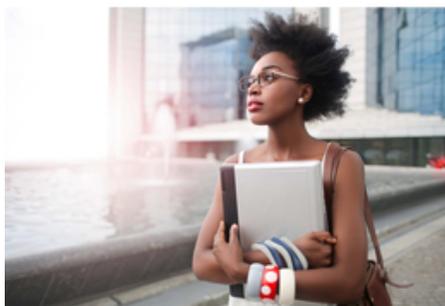
In March 2020, institutions abruptly pivoted to remote instruction, sending students, faculty, and staff away from college campuses in response to COVID-19. In June 2020, NILOA launched a survey to capture a snapshot of assessment-related changes made during Spring 2020 and to help determine remaining professional development needs. The report provides an overview of findings from 813 responses representing 624 different institutions and organizations, couples those findings with other reports released from March through July, and provides "do's" and "do not's" for higher education and the field of assessment—looking beyond Fall 2020. **Read more...**

Occasional Paper

Documenting Learning:
The Comprehensive Learner Record

Gianina R. Baker & Natasha A. Jankowski

Traditionally, transcripts present a collection of lists of courses and grades in a format valuable for trading information between and among institutions of higher education. What if transcripts were reimagined to not only provide information on credits earned, but also provide information on learning acquired both inside and outside the classroom? What if the transcript documented learning in a digital portable record, regardless of where the learning took place or was acquired? Beginning from a partnership between the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Personnel Administrators, the work to develop Comprehensive Learner Records (CLR) sought to address these questions with the help of a group of pilot institutions. NILOA provided professional development support to the pilot institutions as the pilot participants mapped learning and identified assessments of learning from both within and outside of the classroom for inclusion in a formal record. This occasional paper provides an overview of the Comprehensive Learner Record project as well as connection points to assessment. **Read more...**
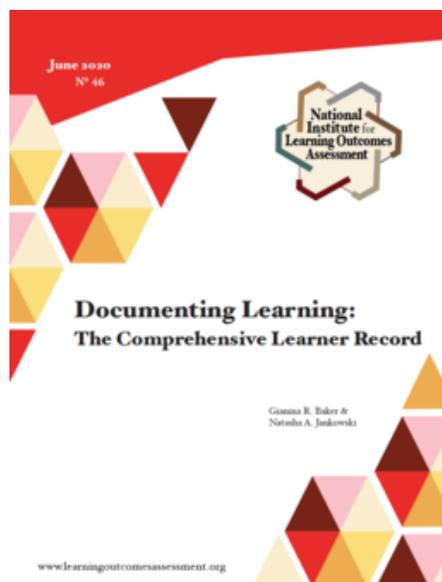
Excellence in Assessment

Twelve Colleges & Universities Named as 2020
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 VSA Analytics, the Association of American Colleges and Universities (AAC&U), and NILOA. The EIA designations are endorsed by the Council of Independent Colleges (CIC).

Three institutions were awarded the 2020 Sustained Excellence in Assessment designation for maintaining integrated institution-level student learning outcomes assessment for five or more years:

Sustained Excellence in Assessment 2020 Designees

University of Wisconsin Whitewater

Miami Dade College

McKENDREE UNIVERSITY

McKendree University, Miami Dade College, and the University of Wisconsin Whitewater.

Nine universities were awarded the 2020 Excellence in Assessment designation recognizing their commitment to the comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success:

Excellence in Assessment 2020 Designees

Davenport University · Northwestern State University of Louisiana · East Carolina University · University of Texas Arlington · Wayne State University · UF University of Florida · Oregon Health & Science University · FAMU Florida Agricultural and Mechanical University · Messiah University

• Davenport University • East Carolina University • Florida Agricultural & Mechanical University • Messiah University • Northwestern State University • Oregon Health & Science University • University of Florida • University of Texas at Arlington • Wayne State University

Congratulations to all of our 2020 Excellence in Assessment Designees!

Equity Response

Cripping Equity and Assessment: Disability as Identity and Culture in the Context of Culturally Responsive Assessment

Ezekiel Kimball, Jordan Abbott, and Jonique Childs
University of Massachusetts Amherst

Montenegro and Jankowski establish an ambitious goal in their occasional papers *Equity and Assessment: Moving Towards Culturally Responsive Assessment* and *A New Decade for Assessment: Embedding Equity into Assessment Praxis*. Their model, which ties together disparate elements of the assessment cycle with intentional consideration of students' unique needs and experiences, calls for administrators, staff, and faculty engaged in the assessment process to view this work as integrally linked to the educational experience writ large. However, despite the many laudable features of Montenegro and Jankowski's proposed approach to culturally responsive assessment, the occasional paper offers only limited attention to issues of disability or to the experiences of disabled students. In response, we offer a "cripped" reading of their occasional papers—raising questions about how Montenegro and Jankowski's work might be supplemented by insight from crip theory. **Read more...**

News

Grading in a Pandemic (Still)

Colleges adopted flexible assessment policies due to COVID-19 last spring. Many are reverting to their normal practices this fall- though the term will be anything but. Dr. Natasha Jankowski urges us to remember that "We are in a pandemic. Still. Do not forget that it is also an inequitable pandemic".

Prior Learning Credits Help Students Cross the Finish Line to Earn Degrees

A recent report offers insights into the growing trend of prior learning assessment (PLA) from the perspectives of 1,200 college students and registrars at 400 institutions. About one-third of respondents agree that institutional policies make it difficult for students to earn credit for what they've learned outside classroom walls.

Equity-minded Assessment: The Time is Now

A commitment to equity-minded assessment is needed to better support students and drive their success. Luckily, we are seeing more and more campus leaders reaffirm a commitment to equity, and we need assessment (and assessment leaders) to follow suit. To this end, NILOA has helped provide examples of practice to follow.

Thinking Twice About Testing

A recent report from the National Association for College Admission Counseling sheds further light on the place standardized tests have within the current education landscape. As more colleges and universities are urged to rethink their standardized testing policies from both admissions officials and high schools, the debate is still ongoing regarding their use and what could replace them.

Recommendations for Online Learning this Fall

To make online learning successful, Indiana University recommends aligning classwork with clear learning outcomes, and creating plenty of opportunity for students—especially first- and second-year students—to interact with instructors. Similarly, online engagement can be increased by giving students more freedom to be creative and create virtual solutions to real-world problems; to implement more hands-on approaches in online settings. Implementing creative practices can help foster inclusive classrooms, and create successful learning environments even in lab courses.

Grading Fears
A survey in the UK has revelated that almost a third of students are less likely to be admitted into their first-choice university due to exam cancellations and other complications with moderated exams due to COVID-19. The rest of the UK is considering following Scotland's approach and using teacher estimated grades as universities seek clarification on grading and testing policy. In response to the controversy, the International Baccalaureate program has decided to heavily consider students' coursework to tabulate final grades as opposed to standardized test results.

First-Generation Students' Experiences During the COVID-19 Pandemic
A recent survey of over 28,000 undergraduate students conducted by the Student Experience in the Research University (SERU) Consortium finds that the COVID-19 pandemic has negatively impacted first-generation students enrolled in large public research universities. This includes financial hardship, household issues, food and housing insecurity, and mental health.

COVID-19, Reopening, and the Role of IR
IR professionals are playing an important role in helping institutions navigate questions about planning for Fall 2020 and beyond, with an increased focus on the physical health of the campus community. In these uncertain times and changing landscape, IR professionals have been asked to help institutions make a variety of data-informed decisions which further centralizes the important role of IR.

Announcements:

Assessment Update
The latest issue of *Assessment Update* is now available! Of special interest are the NILOA Perspectives article authored by Dr. Natasha Jankowski which offers "Guideposts for Assessment During COVID-19" and Dr. Jillian Kinzie's piece "How to Reorient Assessment and Accreditation in the Time of COVID–19 Disruption".

AEFIS & NILOA Webinar
Join NILOA and AEFIS on September 23rd, 2020 at 2:00 pm EST for a free webinar panel discussion, "Assessment During A Crisis: Checking in on You!" This panel gives the higher education community an opportunity to listen in on overarching themes gleaned from the data collected to "check-in" and see how things are going now that the fall semester is underway, and learn some promising practices from leaders who have acted on student feedback during the pandemic.

Watermark & NILOA Webinar
Join Watermark and NILOA on August 19th from 3:00-4:00 EST for a free webinar panel moderated by Dr. Natasha Jankowski offering collective insight into how institutions are planning to move forward this fall and beyond. **Register today** for "COVID-19 and Your Campus - Watermark & NILOA Share a Snapshot of Institutional Impact".

Book Review: *Using Evidence of Student Learning to Improve Higher Education*
"Few topics have permeated the higher education landscape in the past several years more than academic assessment and the issue of how colleges can better assess student learning. From legislators and politicians, to the general public and the media, there are seemingly endless calls for colleges and universities to share evidence of their effectiveness. George Kuh, the founding director and senior scholar at the National Institute for Learning Outcomes Assessment, joins Ikenberry, Jankowski, Cain, Ewell, Hutchings, and Kenzie (2015) to outline approaches to the assessment process in Using Evidence of Student Learning to Improve Higher Education."

Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices
This new, free e-book covers a vast breadth of issues including assessment, theories and

frameworks, professionalization, social justice, equality and gender issues, engagement, retention and graduate competencies, leadership and much more. This book is a global collaborative effort—boasting 250 authors and editors from over 125 countries—to capture the diverse efforts provided by student affairs in higher education around the world. Of special interest may be: "Research, Evaluation, Assessment, and Strategic Planning in Higher Education Student Affairs and Services" (Chapter 5, pp. 65-73) and "The Future of Student Affairs and Services in Higher Education: Trends, Directions and Predictions" (Chapter 14, pp.225-240).

Change: The Magazine of Higher Learning
The latest issue of *Change* is now available! Of special interest may be "Equity, Opportunity, and Quality Learning Essentials (QLEs)" authored by Carol Geary Schneider and "Re-Energizing Student Success: High-Impact Practices as a Mechanism to Connect State Policy to Classroom Practice" from Claire E. Jacobson.

STEM Teaching and Learning
This free resource curated by Inside Higher Ed and DigitalEd provides a useful exploration of diverse perspectives related to the delivery of online STEM education, and the efforts of some institutions as they attempt to attract more students to STEM.

Lumina Foundation Seeks to Fill Multiple Positions
Lumina Foundation is currently searching to fill four positions: director for Lumina impact ventures, strategy director for data and measurement, strategy director for community college workforce education and training, and strategy director for participation. Please contact Lumina for additional information.

FEATuring YOU: A Soft Skills Training and Assessment Program for Opportunity Youth
Southern New Hampshire University (SNHU) created a digital assessment and learning program that connects marginally engaged youth, or "opportunity youth," to employment and education opportunities. It uses a set of five validated, retail-based skills assessments and one game-based assessment developed in-house to test six soft skills: communication, critical thinking, customer service, adaptability, drive for results, and problem solving. Users can earn shareable digital badges once they master each competency.

Delivering High-Quality Instruction Online in Response to COVID-19
The Online Learning Consortium, the Association of Public and Land-grant Universities, and Every Learner Everywhere, with support from the Bill & Melinda Gates Foundation, has created this faculty-focused playbook intended to improve course design, teaching, and learning in online environments. With special attention to the needs of instructors teaching online for the first time, the guide offers strategies for getting started and improving over time.

Institutional Effectiveness Certificate
The UNC Charlotte Office of Assessment and Accreditation (OAA), in partnership with the Office of Continuing Education, is excited to announce the availability of a NEW asynchronous, online Institutional Effectiveness Certificate (IEC). The certificate provides valuable training to higher education professionals seeking to expand their skill set or to individuals seeking to enter the field.

Upcoming Conferences and Programs

August 19. Webinar - Assessment: The Musical! Episode 1: The Show Must Go On
1:00 - 1:30 pm. AEFIS Academy.

August 19. Webinar - COVID-19 and Your Campus: Watermark & NILOA Share a Snapshot of Institutional Impact

2:00 – 3:00 pm. Watermark and NILOA.
Dr. Natasha Jankowski, NILOA executive director, will be the moderator.

August 26. Webinar - Measuring Diversity, Equity, and Inclusion: Results from an Inaugural Campus Climate Survey
11:00am – 12:00 pm. New England Educational Assessment Network (NEean).

August 28. Webinar - Examining the Intersection of Equity, Trauma-Informed Pedagogy, and Social-Emotional Learning
1:30 - 3:00pm. Kennesaw State University's Center for Excellence in Teaching and Learning.

September 9-11. 2020 Drexel University Virtual Assessment Conference
Philadelphia, PA. Drexel University.

September 9. Webinar - Boot Camp: CLR 101—How to Launch Comprehensive Learner Record at Your Institution
10:00 – 11:45 am. AEFIS Academy.

September 16. Webinar - Where is Equity in the Program Review Cycle?
11:00 am – 12:00 pm. New England Educational Assessment Network (NEean).

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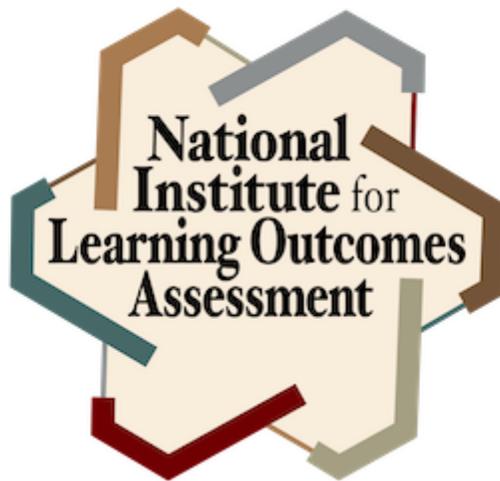
NILOA September 2020 Newsletter

In this month's NILOA Newsletter we share a piece by NILOA's Founding Director, George Kuh, regarding the passing of Arthur Chickering—truly a giant in the field of higher education overall. Further, we release a variety of resources focused on program review including an occasional paper outlining guiding questions and an examination of general education assessment from an equity perspective. Also released is a case study of the ongoing assessment efforts of St. Olaf College, as well as a listing of freely available recordings of professional development opportunities from the past month. We offer University of Illinois Urbana Champaign as this month's Featured Website and provide relevant news, announcements, and events for your consideration.

Lastly, we announce that Katie Schultz, who has served as NILOA Project Manager, is stepping down from her position. She will surely be missed but we wish her well on her new endeavors! Please email niloa@education.illinois.edu if you have any questions you would have previously directed to Katie.

Viewpoint: In Memoriam

In Memoriam: Arthur Wright Chickering

George D. Kuh

"We lost a prolific scholar, influential thought leader and innovator on August 15, 2020 with the passing of Arthur Wright Chickering. His distinguished career spanned more than six decades and is marked by a long-standing, unquenchable desire to improve learning,

teaching, and the quality of the undergraduate student experience." So writes George Kuh, NILOA Founding Director, in his piece, In Memoriam: Arthur Wright Chickering which outlines why assessment professionals are indebted to his pioneering work illustrating how and why data about the student experience can be used in institutional decision making. **Read more...**

Occasional Paper

Program Review and Assessment for Continuous Improvement: Asking the Right Questions

Tami Eggleston
McKendree University

While almost every campus conducts program reviews, the definition, purpose, structure, and integration of assessment in program reviews is not universally understood, accepted, or implemented. This paper summarizes essential questions and discussions campuses should have regarding program reviews and the integration of assessment into such reviews. Unfortunately, too many campuses simply keep doing the same reviews over and over. The goal for this paper is to cause campuses to pause, reflect, answer some questions, and then revise their reviews to ensure a meaningful product. The paper is organized around the essential topics of definitions, accreditation, processes, continuous improvement and "closing the loop," and potential challenges. This paper concludes with templates from McKendree University that may serve as valuable tools which other campuses may use, edit, or compare to their own processes and practices. **Read more...**
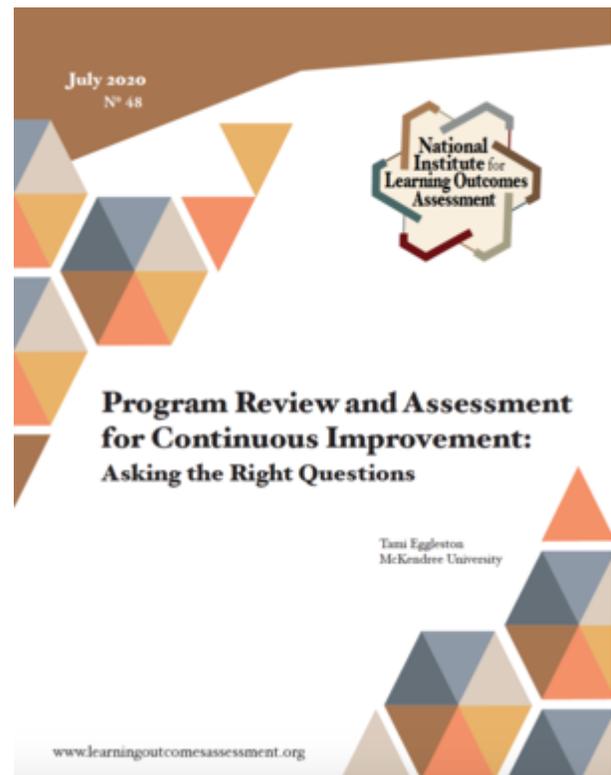
Equity Case Studies
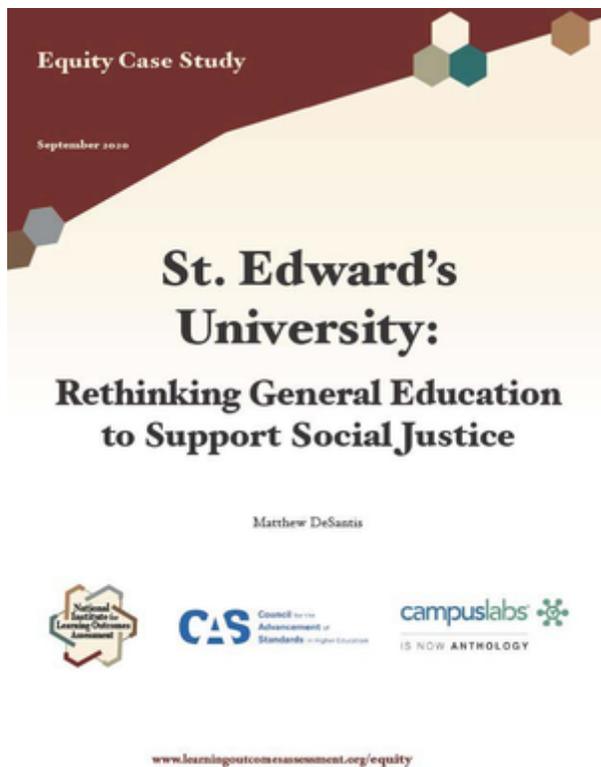
St. Edward's University: Rethinking General Education to Support Social Justice

Matthew DeSantis

St. Edward's University is a Catholic, liberal arts university and Hispanic-Serving Institution (HSI) of approximately 3,700 students located in Austin, TX. The Congregation of Holy Cross founded St. Edward's in 1877, encouraging students to think critically, act ethically, embrace diversity, strive for social justice, and recognize their responsibility to the world community. Within the context of our founding and mission, equitable assessment at St. Edward's is best understood in terms of investigating equity in learning to ensure that all student populations are demonstrating proficiency in general education and programmatic learning outcomes. The focus on equitable learning has always been of particular interest to faculty, staff, and administrators at St. Edward's, but until recently, it had proven difficult to interrogate potential learning gaps due to curricular construction and a lack of institutional data connected to assessment results. This case shares how St. Edward's revamped general education and data interrogation to foster more equitable assessment practices. **Read more...**

St. Olaf Case Study

Assessment in Motion: Steps Toward a More Integrated Model

Susan Canon, Kelsey Thompson, and Mary Walczak

Foreword by Pat Hutchings

St. Olaf College has a long history with assessment, having participate in many different assessment initiatives over the years, including being a NILOA case study institution in 2012. NILOA originally selected St. Olaf as a case study for its framing of assessment as inquiry in support of student learning and its strong commitment to using

evidence of learning for purposes of ongoing improvement. However, assessment continues to change and shift. This case study provides an update to the original case to help readers explore sustainable assessment and the ongoing review of assessment approaches. The authors offer suggestions regarding how the approach to assessment has changed over time and share plans for the next stage of assessment work at St. Olaf. **Read more...**

Now Available Recordings

NILOA is pleased to share the following FREE recordings of webinars and podcasts in the event you missed them or would like to watch them again!

CLR 101/Boot Camp: How to Launch Comprehensive Learner Record (CLR) at Your Institution which you can view at AEFIS TV, simply join the free AEFIS Academy to view the recording with moderator Suzanne Carbonaro, AEFIS; and panelists Dr. Natasha Jankowski, NILOA; Dr. Andrew Wolf, University of Rochester; Dr. Sherri Braxton, UMBC; and Mark Leuba, IMS Global Learning Consortium.

The Expectation to Do More with Less: Utilizing Data to Develop and Drive Solutions a Higher Education Leadership Foundation (H.E.L.F) Webisode with NILOA and **HBCU-CEEQA** Webisode was led by President Dr. Herman Felton with panelists Dr. Natasha Jankowski, NILOA; Dr. Mark Howse, Morehouse School of Medicine; and Dr. Ereka Williams, Winston-Salem State University.

Lead. Lift. Inspire.: Five Year Reflection and the Future Projection of H.E.L.F is a Higher Education Leadership Foundation (H.E.L.F) Webisode with NILOA's Dr. Verna Orr serving as moderator with panelists Dr. Melva Williams, President Dr. Herman Felton, and President Dr. Elfred Anthony Pinkard.

Creating Effective, Equitable Assessments for Online Courses with the *Chronicle* and panelists including Beckie Supiano, *The Chronicle of Higher Education*; Natasha Jankowski, NILOA; Joe Bandy, Vanderbilt University; and Christina H. Paguyo, University of Denver.

COVID-19 and Your Campus: Watermark & NILOA Share a Snapshot of Institutional Impact including panelists Natasha Jankowski, NILOA; Mary Eichin,

Florida State University; Louis Slimak, West Virginia University; and Jerry Edmonds, Syracuse University.

Featured Website

University of Illinois Urbana Champaign

The Learning Outcomes Assessment webpage at the University of Illinois Urbana Champaign (UIUC) is NILOA's September 2020 Featured website! Overseen by the Council for Learning Outcomes Assessment (C-LOA), a cross-campus group of faculty charged with monitoring and supporting assessment work on campus, the website shares general education learning outcomes, program assessment, co-curricular assessment, Illinois student learning outcomes, and resources and workshops. Included with each of the institution-wide student learning outcomes are data snapshots (for example click here) of institutional progress towards and attainment of shared learning outcomes. For the plethora of available resources coupled with information on learning outcomes, UIUC's Learning Outcomes Assessment webpage is the September 2020 NILOA Featured Website in Centralized Assessment Repository. **Read more...**

News

Practicing Equity-Centered Assessment
A blog by Anne Lundquist and Ciji Heiser outlines four core questions and offer a worksheet to help practitioners evaluate their practices with a lens towards equity.

Messiah University Does it Right! Earning Excellence in Assessment Designation
Take a moment to read a blog post written by Messiah University, 2020 EIA Designee, regarding their approach to assessment.

Assessment in a Pandemic
The weekly Teaching newsletter from the Chronicle featured findings and recommendations from the **NILOA report** on how colleges changed assessment practices during remote instruction.

Teaching: Getting Creative with Course Assessments
This piece shares examples of innovative assessment strategies as well as resources for effective online, equitable, and antiracist teaching. Additional strategies can be found here along with possibilities for new forms of assessments, more humane approaches to assessments, and considerations for making teaching accessible.

Revitalizing Classes Through Oral Exams
For those interested in learning more about assessment through oral exams, Della

Dumbaugh outlines the use of oral exams for undergraduate virtual classrooms.

Can Online Learning by Trauma-Responsive?
Karen Gross outlines how trauma-responsive strategies can be incorporated into online learning filling a critical need in our current time.

Conversations on Testing in Higher Education
Conversations on the value, worth, and role of standardized tests in admissions processes continues with some institutions moving test optional, and students unable to take tests due to testing center closures. Other institutions are barred from considering SAT/ACT scores, while others have been test optional for years or are seriously considering a change. The UK has had their own struggles with A-levels and GCSE results and placement issues including access to courses.

Announcements:

Pulse Podcast: Equity and Inclusion in Online Course Design
A new episode of the Pulse podcast, part of an audio and video podcast series in response to COVID-19, features a discussion on "Equity & Inclusion in Online Course Design" with Carrie O'Donnell and Brett Christie of O'Donnell Learn.

A Practical Guide to Digital Teaching and Learning
A compilation of resources and advice on course design, assessments, technology choices, maintaining inclusion, establishing remote laboratories, and other ideas as the need for mass online learning is prolonged by COVID-19.

Recognition of Learning Research Reports
WICHE as released a series of reports on prior-learning assessment and recognition of learning in higher education including a vision for a post-pandemic learning ecosystem.

How Assessment is Changing in the Digital Age – Five Guiding Principles
A new report on the future of assessment which offers five principles for assessment in an era of assessment for learning in a technology-enabled environment.

How Can Professors Bring Anti-Racist Pedagogy Practices Into the Classroom?
A new guide on anti-racist pedagogy was released to help faculty across disciplines figure out how to facilitate conversations in-person and virtual classrooms by compiling strategies for educators to foster meaningful, reflective discussions about race with their students.

Upcoming Conferences and Programs

September 16. NEean Webinar: Where is Equity in the Program Review Cycle?
11:00-12:00 pm. New England Educational Assessment Network.

September 18. POD Network Innovation Award Submission Due.
POD Network.

September 23. SAAL Structured Conversation: Mindful with Measurements: Using Qualitative and Quantitative Data in Assessment.

12:00-1:00 pm Student Affairs Assessment Leaders.

September 23. [NILOA/AEFIS Webinar: Assessment During a Crisis: Checking In On You!](#)
1:00-2:00 pm. AEFIS Academy.
*Dr. Natasha Jankowski, NILOA Executive Director will present along with several 2020 Excellence in Assessment Designees.

September 23. [AALHE Webinar: Self-Reflective Writing to Support Equity in Online Assessments of Student Learning.](#)
3:00-4:00 pm. AALHE.

September 30. [NEean Webinar: Classroom Techniques for Equitable & Culturally Responsive Assessment.](#)
11:00-12:00 pm. New England Educational Assessment Network.

October 1. [Fall 2020 Intersection Call for Papers.](#)
Paper Deadline. Association for the Assessment of Learning in Higher Education. (AALHE).

October 1. [NASPA Virtual Conference Call for Proposals.](#)
Program Deadline. NASPA-Student Affairs Administrators in Higher Education.

October 5. [HLC Annual Conference Proposals are due.](#)
Proposal Deadline. Higher Learning Commission.

October 7. [HLC Webinar: Cocurricular Assessment Online Seminar Serices - Module 1.](#)
2:00-4:00 pm. Higher Learning Commission.

October 12. [Last Day to Register for the Free Virtual Assessment Institute.](#)
Registration. Assessment Institute.

October 13-16. [Virtual 27th National Conference on Students in Transition.](#)
Virtual. National Resource Center.

October 14. [CARLI PDA Series: Assessment of Student Learning in Academic Libraries.](#)
10:00-11:00 am. Webinar. CARLI.
*Dr. Gianina Baker, NILOA's Assistant Director, will be presenting.

October 14. [NEean: Engaging At-Risk Students as Partners in the Teaching, Learning, and Assessment Process.](#)
11:00-12:00 pm. New England Educational Assessment Network.

October 15. [Basics of Program Assessment Planning Workshop.](#)
8:30-11:30 am. ASEE-NE 2020 Annual Conference.

*In addition, NILOA Team Members will be presenting virtually at UC Davis Student Learning Outcomes Symposium, presenting a Prior-Learning Assessment Network webinar, and participating in Comprehensive Learner Record project sessions.
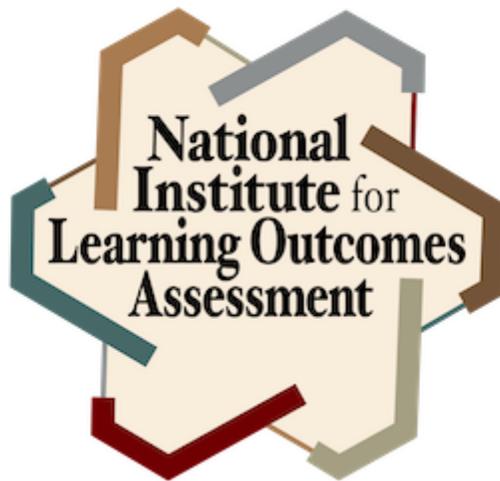
NILOA October 2020 Newsletter

It is that time of year again for the annual Assessment Institute, which will take place virtually for over 10,000 registered participants! We invite you to peruse the **NILOA track of sessions** and join in on the discussions and sharing of assessment practice and resources.

In this month's NILOA Newsletter we share a variety of new resources including a report by NILOA's Dr. Orr on assessment in HBCUs, an occasional paper on the future of assessment by colleagues Rebecca Hong and Kara Moloney, a Viewpoint on a new book by Paul Ashwin, an equity case study of San Diego State University, an Assessment in Practice of a peer review based assessment cycle from the New Mexico campus of the University of Phoenix, and a toolkit for communicating the value of Comprehensive Learner Records. We offer University of California, Davis as this month's Featured Website and provide relevant news, announcements, and events for your consideration.

NILOA Report
Centering Historically Black Colleges and Universities: Making the Case for a Statement for the Field and Beyond

Verna F. Orr

At this transformational moment in history, this report takes time to center Historically Black Colleges and Universities (HBCUs) within the assessment realm; from teaching and learning experiences to internal and external mandates, from accreditation requirements to advocacy and agency. The paper argues that this work requires more than a statement of words and phrases including diversity, equity, inclusivity, culturally relevant, etc. It requires the lived experiences of HBCU connoisseurs. Let the lessons presented from our HBCU colleagues be the motivation needed to deliver on the promise of an equitable educational experience, for all students. **Read more...**
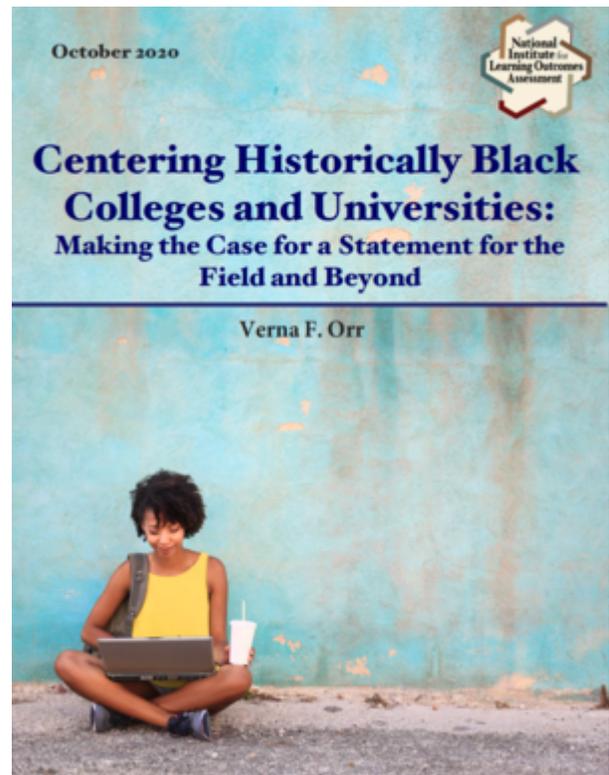
Occasional Paper
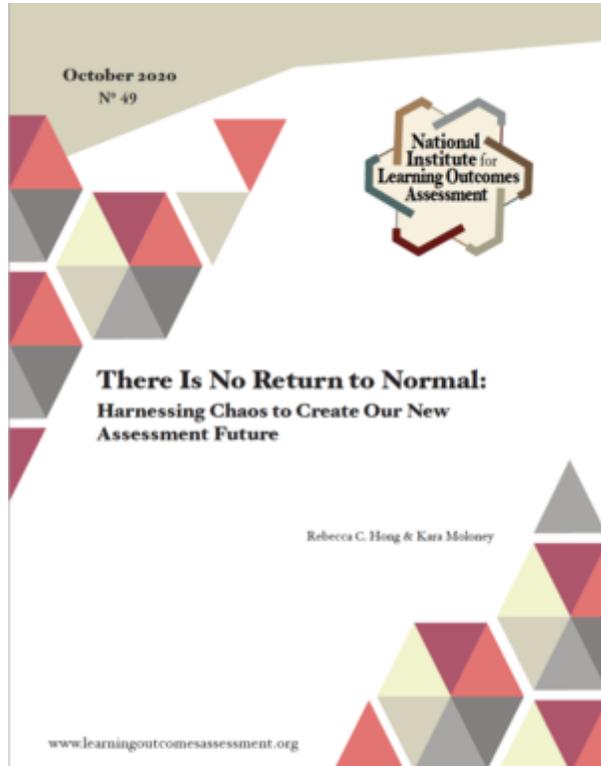
There Is No Return to Normal: Harnessing Chaos to Create Our New Assessment Future

Rebecca C. Hong & Kara Moloney

The United States is in a period of reckoning from which institutions of higher education are not exempt. Rather, we exist at the intersection of the chaos wrought by the novel coronavirus and the spread of outrage about systemic racism beyond Black, Indigenous, and People of Color (BIPoC) communities. There can be no return to "normal." The authors instead invite assessment colleagues to question the unexamined assumptions which underlie heretofore taken-for-granted approaches to assessing and documenting students' learning; to reconnect with foundational beliefs and values; and to fully engage with the uncertainty and complexity of the current moment. This paper offers readers a developmental approach for reflection,

identifying potential leverage points, and intentionally creating a new assessment future which proactively includes all students. **Read more...**

Viewpoint

Measuring the Quality of University Education: Beyond the Nonsense of University Rankings

Paul Ashwin

How do we measure the quality of a university education in meaningful ways? Across the world there are discussions of how students choose the degree courses that they will study and how employers select graduates based on the degree courses studied. This means that gaining a rich sense of the quality of different degree programs is very important. Paul Ashwin's (2020) recent book, *Transforming University Education: A Manifesto,* explores a series of dominant myths around the measurement of quality and explores what is needed to develop more valid measures of educational quality. **Read more...**

Equity Case Studies

San Diego State University: Supporting Commuter Students through Equity-Driven and Student-Focused Assessment

Erick Montenegro

San Diego State University (SDSU), founded in 1897, is a public, four-year doctoral institution with high research activity located in San Diego, California. This case study showcases how an institutional focus on equity can help foster equitable assessment through empowering faculty, administrators, and staff to explore equity gaps affecting students in Commuter Life (an
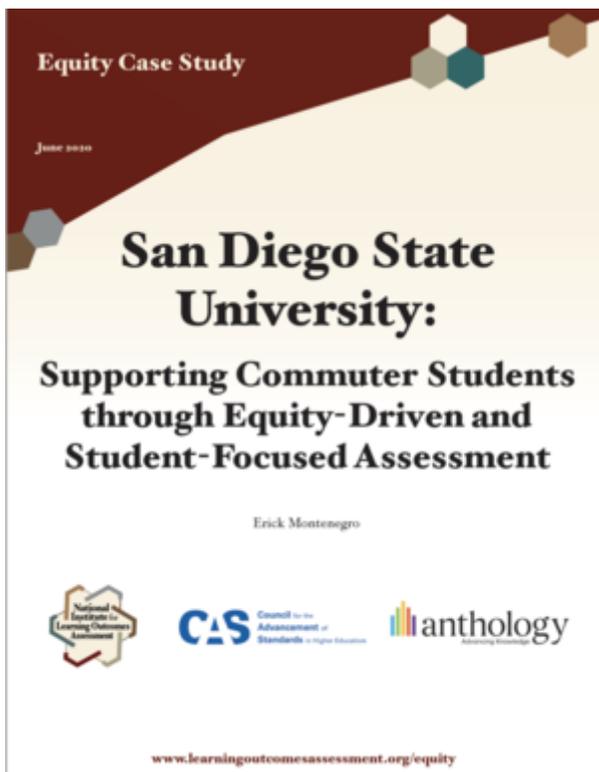
SDSU initiative), use assessment data to close those gaps, and leverage the student voice and experience to inform improvement via a seminar course for commuter students. **Read more...**

Assessment in Practice

Assessment Strategies: A Practical Model for a Peer Facilitated Assessment Cycle to Demonstrate Continuous Improvement

Scott Myers and Nancy McDonald

This Assessment in Practice discusses lessons learned during the implementation of an initial assessment cycle at the New Mexico (NM) Campus of the University of Phoenix. Campus administrators recognized the key to successful implementation of this initial assessment cycle process was to ensure engagement and buy-in from the faculty members who would be teaching the classes selected to be assessed. **Read more...**
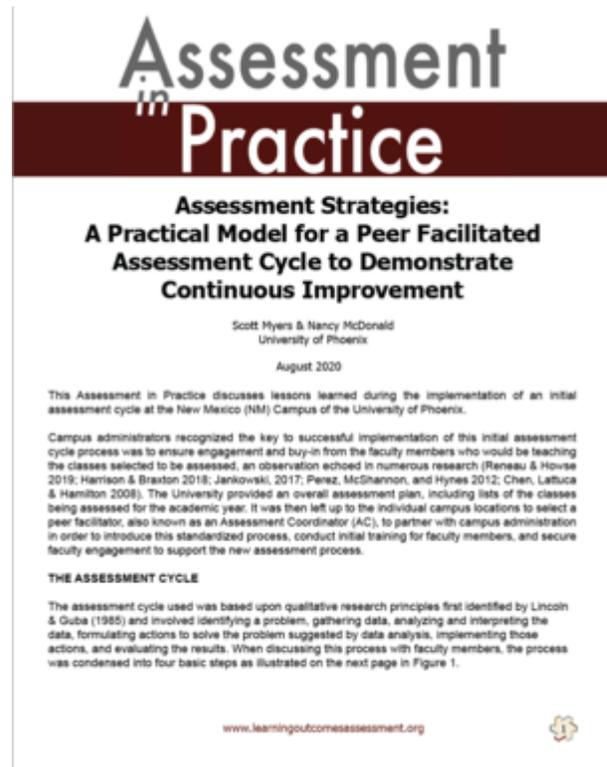
Communicating Value: A Comprehensive Learner Record Toolkit

NILOA is pleased to share the following resource, *Communicating Value: A*
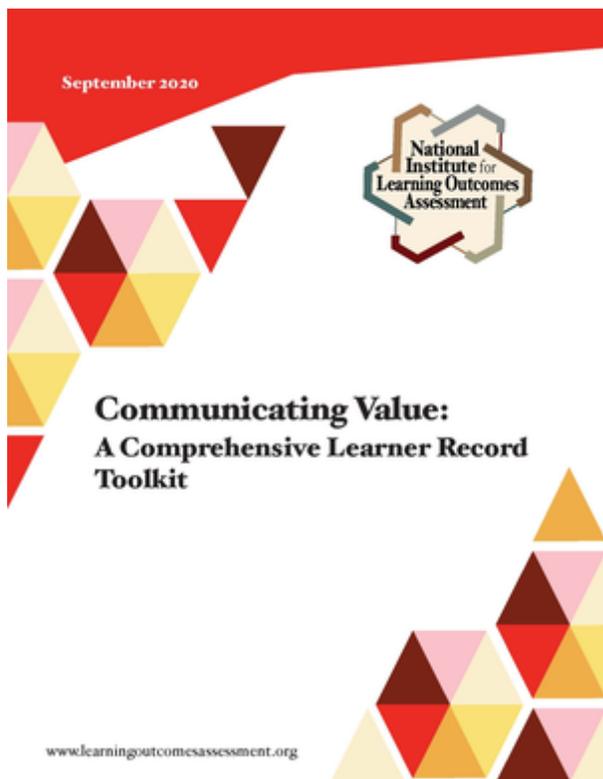
Comprehensive Learner Record Toolkit designed to help you effectively communicate the value and importance of Comprehensive Learner Records (CLR). Stemming from NILOA's work with CLR pilot institutions, this resource provides tools to develop value propositions to make the case for the value and worth of Comprehensive Learner Records. Additional resources may be found under Comprehensive Learner Records on the Questions at Hand page, which includes tools, examples, and resources for CLR development and implementation.

Featured Website

University of California, Davis

The Student Learning Outcomes Assessment webpage at the University of California, Davis, is NILOA's October 2020 Featured website! The website is informative and engaging for students, while and other stakeholders find information on the assessment cycle and process of assessment; resources; a blog of Assessment in Action; and information on assessment symposiums. The Curious Aggies: Student-Led Assessment Research initiative is prominently placed on the website and information is provided on the program-level Assessment Capacity Enrichment for Equity (PACE4E,). Given the caliber of assessment resources it provides, transparency of data and resources, the Student Learning Outcomes Assessment webpage at the University of California, Davis, webpage is this month's featured website in the category Centralized Assessment Repository. **Read more...**

News

SAT and ACT News Continues
Admissions testing remains in the news this past month, with articles on drops in ACT and SAT scores, news of ex-school employee pleading guilty to

assisting cheating on ACT and SAT, questions on the [relevancy of the tests](#), and continued closure of testing centers [hindering students from taking the SAT](#). AIR offered a piece with [insights on test-optional admissions from an IR](#) perspective, along with considerations on if [test-optional policies are confusing](#) to applicants.

Maintaining Validity in Online Assessments
The next installment of the ongoing Next-Gen Assessment Series for Educators Transitioning Online by AAC&U, exploring three considerations about validity to keep in mind.

Online Assessment and Cheating
Assessing online and concerns about cheating again were in the news. Flower Darby offered [7 ways to assess students online and minimize cheating](#), while Beckie Supiano shared insights on [what students want from online learning](#). Matt Reed offered suggestions for [new kinds of assignments](#) and weighting of assignments, and [rethinking assessment](#) was offered as a mechanism to lower cheating. Weighing into the conversation, NILOA's Natasha Jankowski offered a [blog on cheating](#) and [explored grading flexibility with student journalists](#).

Announcements:

AEFIS Academy 2.0 Launch
Consider joining the free and open AEFIS Academy for virtual networking with assessment colleagues. NILOA's Natasha Jankowski participated in a panel for the launch webinar of the Academy which "encompasses the components of Communities of Practice (CoP), and enables educational leaders to learn, teach, collaborate and innovate together, despite the distance, using the knowledge, skills, and abilities of the community. We as a community hope to address challenges, share stories, engage in discussions, spark research interests, and try out new strategies of pedagogy, assessment and authentic lifelong learning."

Assessment Update issue on HBCU's
We invite you to read articles by HBCU-CEEQA members on assessment in HBCUs in the special September/October issue of *Assessment Update*. For additional updates on what HBCU-CEEQA members have been doing, view the [At a Glance announcement](#).

Interview Invitation
Are you interested in talking about teaching during the pandemics? Aubree Evans at Texas Woman's University is conducting research on equity and classroom assessment practices during the racial and viral pandemics of 2020. Participants are invited who are teaching at least one course during the Fall 2020 semester, have been faculty at the same 4-year institution for at least 3 years, and serve non-traditional or under-represented populations of students. For more information or to express interest in participating, please contact Aubree Evans at aevans13@twu.edu.

A new Ithaka S+R report from Melissa Blankstein and Christine Wolff-Eisenberg, Measuring the Whole Student: Landscape Review of Traditional and Holistic Approaches to Community College Student Success, provides an overview of how metrics of student success are currently prioritized, defined, quantified, and used in the community college sector. The report also reviews holistic student needs and the common metrics associated with them, including basic needs like food and housing, child care, and technology access.

Two new articles are now published in *Research & Practice in Assessment*! Sosanya M. Jones & Glenn Allen Phillips share their examination of, and recommendations for, campus climate assessment at HBCUs in Re-Imagining Campus Climate Assessment at HBCUs. Manisha Kaur Chase shares insights in running a pilot intervention to include students in STEM assessment work in Student Voice in STEM Classroom Assessment Practice: A Pilot Intervention.

NEW Book Chapter: Interested in reading more on multicultural competence in student affairs? NILOA's Dr. Baker recently wrote a chapter titled, *Assessing Multicultural Competence in Student Affairs and Other Higher Education Professionals Programming: A Preliminary Research Study*, in the edited book, *Cultural Competence in Higher Education*, by Drs, Tiffany Puckett and Nancy Lind.

NEW CAEL Research Report on the impact of PLA on adult student outcomes: The PLA Boost: Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes. Through detailed data analysis of more than 230,000 adult postsecondary students, the report confirms that PLA reduces barriers to postsecondary education and improves credential completion, representing an opportunity for meaningful progress in closing equity gaps.

ACUE Webinar Series on Inclusive Online Teaching
ACE, along with other organizations, is a co-collaborator of the Inclusive Online Teaching Webinar Series. Throughout the series, featured faculty will share practical inclusive teaching approaches that can be immediately put to use in creating a more equitable learning environment for students.

Upcoming Conferences and Programs

October 16. Assessment Institute Bonus Preview Session. Adapting Assessment Approaches in the COVID-19 Era.
1:00-2:30 pm. Assessment Institute, IUPUI.
*Includes NILOA's Dr. Natasha Jankowski as part of the panel.

October 21. Webinar: Cocurricular Assessment Online Seminar Series – Module 2.
2:00-4:00 pm. Higher Learning Commission (HLC).

October 22. WGU Webinar Series on Online Assessment.
11:00-12:00 am. Western Governors University.

October 22. The PLA Boost: Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes.
1:00-2:00 pm. WICHE Recognition of Learning Initiative.

October 25-28. Virtual 2020 Assessment Institute.
Indiana University – Purdue University Indiana (IUPUI).
*Take a moment to peruse the NILOA track for the Assessment Institute.

October 27-30. Eval20 Reimagined: A Virtual Experience.
American Evaluation Association (AEA).

October 29. Webinar: Exploring Assessment Myths for Purpose and Application.
12:00-1:00 pm. Studentaffairs.com

November 4. Webinar: Cocurricular Assessment Online Seminar Series – Module 3.
2:00-4:00 pm. Higher Learning Commission (HLC).

November 5-6. NEean Fall Forum – Virtual.
New England Educational Assessment Network (NEean).

November 9-10. Illinois Association of Institutional Researchers Virtual Conference.
Illinois Association of Institutional Researchers (IAIR).

November 10. Credential As You Go: A New Model for Credentialing Recognized Learning.
12:00-12:45 pm. CBExchange.
*NILOA's Gianina Baker is part of the panel.

November 11. Competencies in a Pandemic-Changed World.
1:00-1:45 pm. CBExchange.
*NILOA's Gianina Baker is part of the panel.

November 16. AAC&U 2021 Annual Meeting Early Bird Registration Deadline.
Association of American Colleges & Universities (AAC&U).

November 16. Learning Recognition in a Pandemic-Changed World.
12:15 pm. CAEL Conference.
*NILOA's Gianina Baker is part of the panel.

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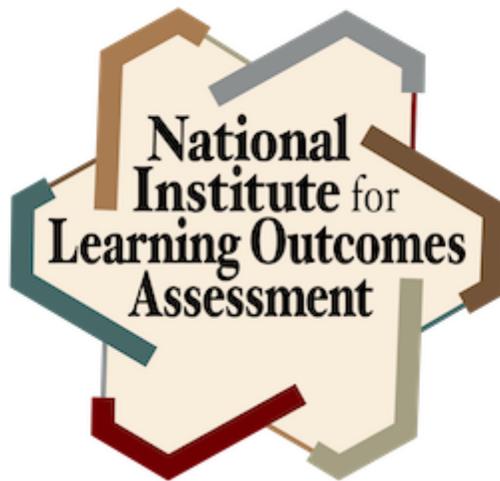
NILOA November 2020 Newsletter
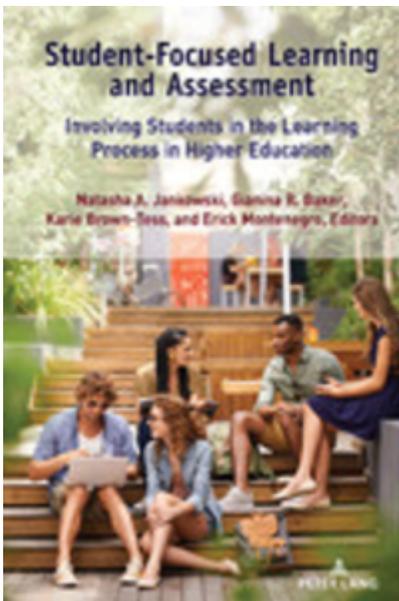
In this month's NILOA Newsletter we are proud to share the release of a new book from NILOA colleagues and friends on *Student-Focused Learning and Assessment,* and share a variety of new resources including an assessment activity for student affairs professionals, a new occasional paper by the leaders of the Grand Challenges in Assessment project, a Viewpoint on a study of California Community Colleges by Mary-Jo Apigo, an equity response by Carole Huston of the University of San Diego, an Assessment in Practice on involving students in real-world challenges in capstone courses at Washington State University, and a case study of assessing diversity and inclusion outcomes in general education. We offer Winston Salem State University as this month's Featured Website and announce the release of the updated 2021 Excellence in Assessment Designation application. We conclude with relevant news, announcements, and events for your consideration.

And finally, please join us in congratulating NILOA's Dr. Gianina Baker who was named the 2020 'Forty Under 40' Woman of the Year by Central Illinois

Business Magazine.

Resource

What is your Student Affairs Assessment Philosophy?

The activity presents a structured exercise to explore what student affairs practitioners believe to be true about the role and purpose of assessment as well as the best means to document student learning in relation to four philosophies: co-curricular learning, measurement of participation/satisfaction, compliance/reporting, and student-centeredness. Done individually or as a group, this activity can support internal communication and strategic planning on assessment. **Read more...**
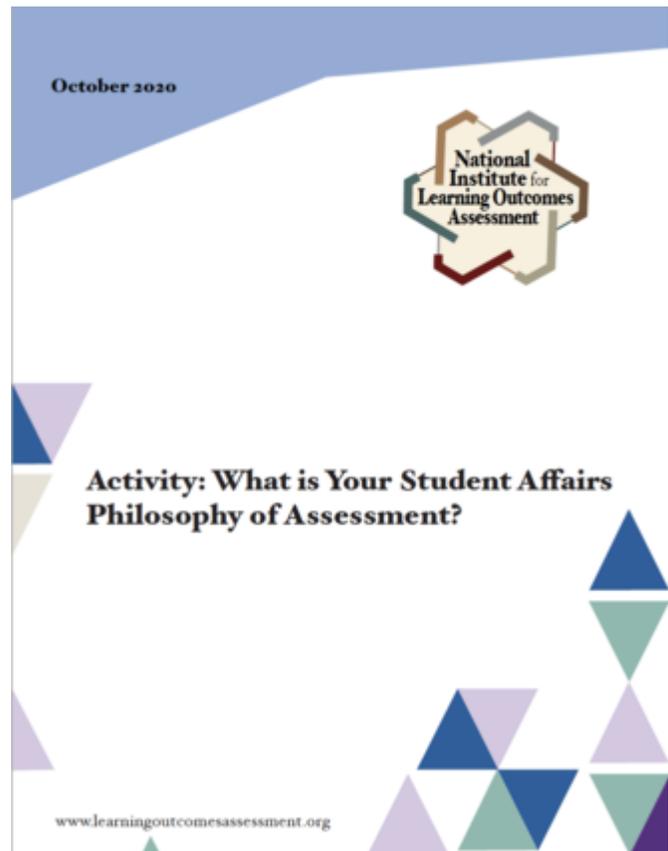
Occasional Paper

Grand Challenges in Assessment: Collective Issues in Need of Solutions

Karen Singer-Freeman & Christine Robinson

This paper shares ten grand challenges identified through an examination of the assessment literature and a national survey. To

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Grand Challenges in Assessment:
Collective Issues in Need of Solutions

Karen Singer-Freeman & Christine Robinson

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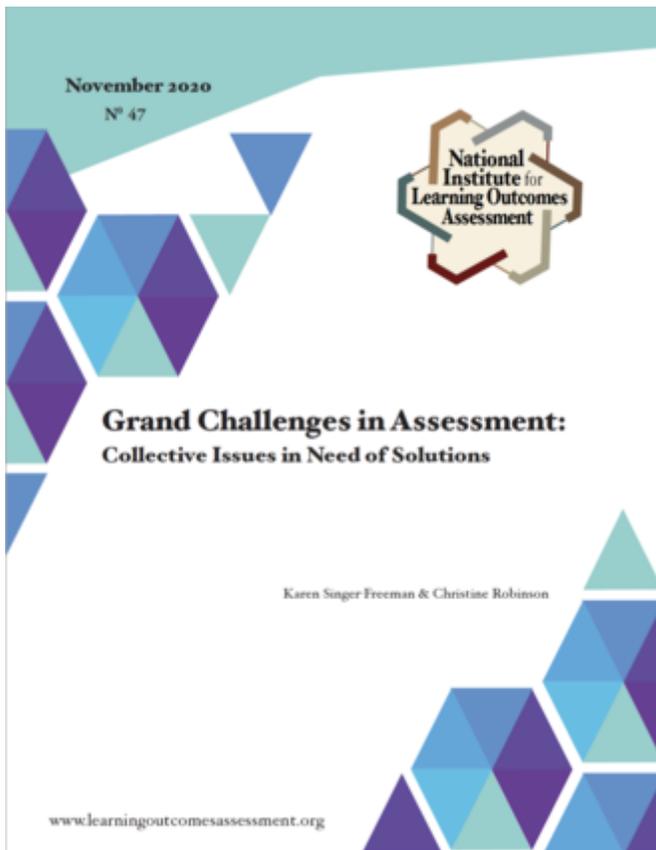
read more about how the Grand Challenges were identified, please the recently released **Research and Practice in Assessment article.** Each of the grand challenges are described, of which four were identified as of greatest concern to the assessment community. Those four are being addressed by the Grand Challenges in Assessment Project for possible collective solutions. **Read more...**

Viewpoint

Moving from Compliance to a Culture of Inquiry: Student Learning Outcome Implementation and Professional Development in California Community Colleges

Mary-Jo Apigo

This brief reports the findings and related recommendations from a study exploring professional development models that support community college faculty in completing the assessment cycle and/or barriers to assessment. The study was conducted of Coordinators, Academic Senate Presidents, and Chief

Instructional Officers (CIOs) across the 112 California community colleges. **Read more...**

Equity Response
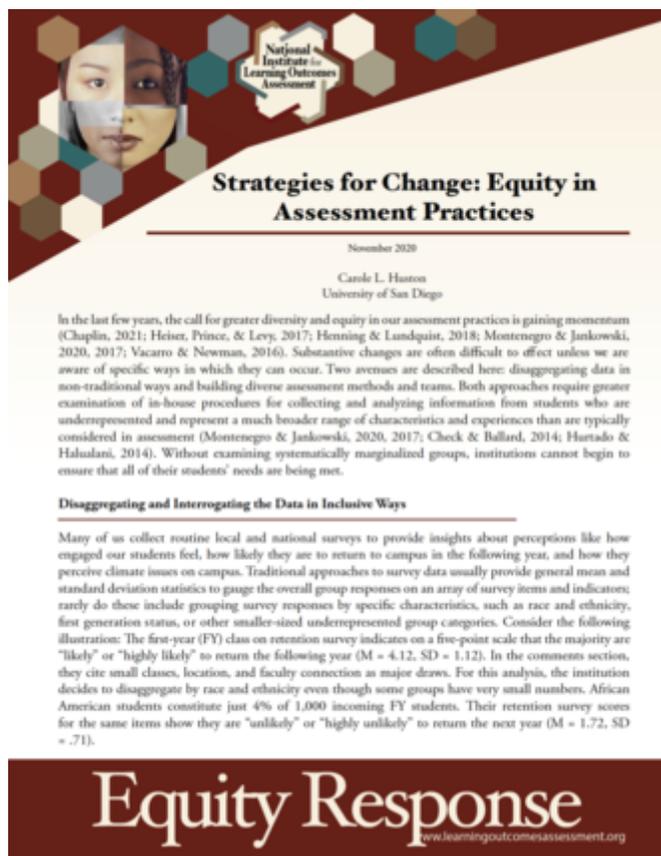
Strategies for Change: Equity in Assessment Practices

Carole L. Huston

This equity response presents two avenues for greater diversity and equity in assessment processes and practices: disaggregating data in non-traditional ways and building diverse assessment methods and teams. Providing examples and cases to explain and explore, this response offers guidance on how to better detect and block bias in assessment processes and practices. **Read more...**

Assessment in Practice

Students Bring a Fresh Perspective to Institutional Assessments Through Capstone Projects in Strategic Communication

Kimberly Green, Scott K. Benson, & Anne Peasley

This Assessment in Practice discusses lessons learned from an assessment office that worked with students as the "clients" in a

capstone course at Washington State University. The effort built from prior work with high-impact practices and capstone assignment charrettes which recommended students engage as active agents in "real" professional tasks. **Read more...**

Assessment in Practice

Students Bring a Fresh Perspective to Institutional Assessments through Capstone Projects in Strategic Communication

Kimberly Green, Scott K. Benson, & Anne Peasley
Washington State University

June 2020

CONTEXT: UNIVERSITY FOCUS ON CAPSTONE EXPERIENCES

As part of its 2012 revision of general education, Washington State University (WSU), a research-intensive university with six campuses, added a capstone course requirement for all undergraduates. Capstones are a well-known high-impact practice, offering "opportunities to integrate, synthesize, and apply knowledge [which] are essential to ensuring deep, meaningful learning experiences" (Kinzie, 2013, p. 27).

In 2016, WSU's Office of Assessment of Teaching and Learning (ATL) partnered with NILOA to offer faculty development for capstone assignment design. First, a workshop with Dr. Pat Hutchings focused on applying Lee and Loton's (2015) capstone principles to culminating assignments, designed to ensure that students are provided opportunities to extend prior learning and make connections in authentic,

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Case Study

University of Illinois at Urbana-Champaign: Aligning Diversity and Inclusion Outcomes in General Education

Anthony B. Sullers, Jr., Desirée Y. McMillion, & Ronald W. Bailey

This case study provides insight into how the Department of African-American Studies at UIUC utilizes assessment in course design, being mindful of aligning diversity and inclusion outcomes within the course and program goals, and ensuring students attain these

outcomes in both in-person and online courses utilizing equitable assessments and student involvement in the assessment process. **Read more...**

Featured Website

Winston-Salem State University

Winston-Salem State University's (WSSU) Use of Student Learning evidence webpage is featured within WSSU's Assessment & Research resources, which also includes a quick glimpse dashboard report within the Student learning Outcomes page, and yearly infographics within their Assessment Resources page. The WSSU video series, *Rams Assess to Progress,* highlights academic and administrative staff members who provide examples of how WSSU units have used data to improve student learning and the student experience. **Read more...**
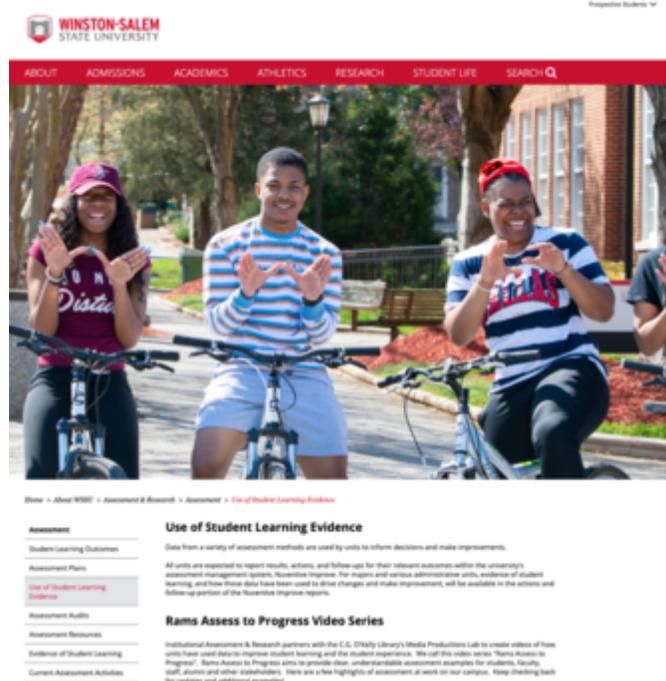
Excellence in Assessment Application Packet

Applications for the 2021 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. To date, 39 institutions around the world have been recognized as EIA Designees! Applications are due **May 3, 2021**. **Read more...**

News

Announcements:

New Book: [Student-Focused Learning and Assessment: Involving Students in the Learning Process in Assessment](#)
This contributed volume explores institutional and programmatic policies and practices which actively engage students as partners in improving student learning. This volume showcases student partnerships, as well as presents a history of institutional culture affecting student learning, the role of students in teaching and learning, and brings student voices and perspectives to bare through research from a variety of institutional types.

[Teaching and Learning Toolkit](#)
A new resource is now available from Achieving the Dream, grounded in research and informed by the strong work of many of the ATD network colleges, this resource is designed to support college teams in building institutional capacity in teaching and learning.

[Pedagogo Podcast Released](#)
Listen to NILOA's Executive Director, Dr. Natasha Jankowski, talk with Pedagogo about 'Realizing the Value of Comprehensive Assessment'.

[CLR Rountable Discussion Recording Available](#)
The IMS Global recording is now available from the Comprehensive Learner Record (CLR) Roundtable Discussion on CLR and diversity, equity, and inclusion goals with NILOA Executive Director Dr. Natasha Jankowski and NILOA occasional paper author Sherri Braxton.

[Program Assessment Done Right! Recording Available](#)
If you missed NILOA's Assistant Director Dr. Gianina Baker and Excellence in Assessment Sustained Excellence designee discussing program assessment, you can log into free and open AEFIS Academy to view the Lightning Talk Series presentation.

Leading Improvements in Higher Education Podcast Available

The first season of 12 episodes is now available from the Assessment Institute podcast series. Listen to NILOA's Drs. Gianina Baker and Natasha Jankowski share about resources along with episodes by various colleagues with assessment resources.

Bonus Assessment Institute Preview Session Recording Available

Watch the Bonus Preview Session featuring authors contributing to a forthcoming issue of *Assessment Update* on the theme "Adapting Assessment Approaches in the COVID-19 Era." If you were unable to join us, please view the recording of this session.

Commission for Assessment and Evaluation (CAE) Opportunity

CAE promotes assessment skills and knowledge to facilitate and support student learning, development, and effective student affairs practice. The CAE Directorate Board consists of a variety of people who are interested in assessment and dedicated to helping others incorporate assessment into their practice. Each year the Directorate Board provides a variety of professional development opportunities to ACPA members and others in the profession. Apply to help by providing professional development activities.

New Report on PLA

A new report was released by CAEL and WICHE on how colleges can make prior-learning assessment more equitable.

Research and Practice in Assessment Articles

New RPA articles: Effects of Course-Embedded Grammar Graders: Evidence from a Business College Writing Initiative Program and the article Grand Challenges in Assessment in Higher Education.

OCCRL New Equity-Focused Resources

A wide variety of resources have been released in the past month by the Office of Community College Research and Leadership including resources on decolonization, a piece on accountability and IR for racial justice, asset-based equity-minded approaches to teaching and learning, equity-minded syllabi, and syllabi guidance, student engagement in the classroom with supplemental resources.

News:

COVID-19 and Impact on Students
A wide variety of articles have discussed the impact of ongoing online learning on students including the opportunity to engage in ethics teaching differently, use online quizzes, engage in active learning and peer instruction remotely, use peer feedback to promote learning, the emotional toll of racism on students, and the need for more flexible assessment methods.

Standardized Testing
Two articles of note on the topic of standardized tests this past month include The Faux Righteousness of Test-Optional Admissions and the announcement of ACT settling a class action lawsuit.

Concerns about Cheating
Concerns about cheating and options on how to support inclusive pedagogy through teaching are offered along with more authentic assessments as a possible solution. Others argue to pay attention to our students to receive their attention in return.

AAC&U Blogs
AAC&U released several new assessment-related blogs including a focus on Enhancing the Value of Assessment by Integrating Assessment, Teaching, and Learning, a piece on structural inequities and COVID-19, and a piece by Judith Eaton on accreditation and evidence in a pandemic.

Upcoming Conferences and Programs

November 16. AAC&U 2021 Annual Meeting Early Bird Registration Deadline. Association of American Colleges & Universities (AAC&U).

November 18. Credential Engine: State Solutions & Opportunities for a More Transparent Credential Landscape.
12:30-3:00 pm. Credential Engine Virtual Convening.

November 18. Assessment Professional Journeys: A Lens on Equity.
2:00-3:30 pm. Student Affairs Assessment Leaders Structured Conversations.

December 2-9. SACSCOC Virtual Annual Meeting.
Southern Association of Colleges and Schools Commission on Colleges.

December 3. Excellence in Assessment celebration of 2020 EIA Designees.
4:00-5:30 pm. NILOA, AAC&U, and VSA Analytics.

December 8. Overview of Incremental Credentialing: Credential As You Go.
SUNY Empire State College and National Credential As You Go Advisory
Board.

December 9-11. NECHE 2020 Annual Virtual Meeting.
New England Commission of Higher Education.

Follow us on social media

NILOA December 2020 Newsletter

In this month's NILOA Newsletter we share staff transition announcements, our year-end note, a new Viewpoint on the *Leading Improvements in Higher Education* podcast, an Assessment in Practice on using escape rooms to increase awareness of institutional learning outcomes, a recording of the Excellence in Assessment 2020 designee virtual celebration, a Featured Website of the University of the District of Columbia, along with relevant news, announcements, and events for your consideration.

NILOA Staff Transitions

In addition to our regular end of year content and releases of new publications, we have a few announcements to share regarding staff transitions.

Dr. Natasha Jankowski, NILOA's Executive Director will be leaving NILOA at the end of this month to move onto new assessment focused journeys. While we are saddened to see Natasha go after more than 10 years with NILOA, we are delighted that she is staying close to the field of assessment and that we still have publications from her that will be released in 2021! **Dr. Gianina**

Baker will take over leadership of NILOA with an increased focus on assessment in community colleges - congratulations to Gianina!!

Dr Verna Orr who helped found the HBCU-CEEQA efforts and who has served as the backbone of NILOA's partnership with HBCUs in assessment is completing her post-doc position with NILOA at the end of this month as well, and preparing to move on to other leadership opportunities. We are honored and grateful for the time she has spent with NILOA and look forward to watching her continue to shine.

Viewpoint

Collective Wisdom: Themes from Inaugural Episodes of the *Leading Improvements in Higher Education* Podcast

Stephen P. Hundley & Caleb J. Keith

The *Leading Improvements in Higher Education* podcast is a new service of the Assessment Institute in Indianapolis, the oldest and largest higher education event in the United States devoted to assessment and improvement. While each episode delved into specific topics of interest related to a particular association, organization, or stakeholder group, the collective wisdom shared by all of the guests provides a mosaic of issues and opportunities to consider as we conclude a challenging, dynamic year. This Viewpoint provides seven crosscutting themes from the podcasts' inaugural episodes. **Read more...**

Collective Wisdom: Themes from Inaugural Episodes of the *Leading Improvements in Higher Education* Podcast

December 2020
Stephen P. Hundley & Caleb J. Keith
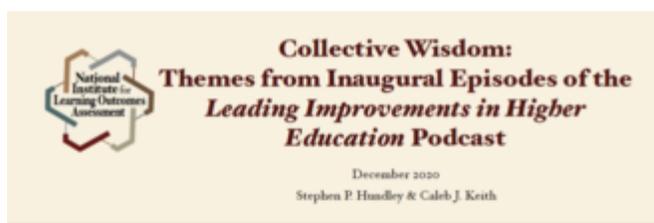
The *Leading Improvements in Higher Education* podcast, for which we serve as producers, is a new service of the Assessment Institute in Indianapolis, the oldest and largest higher education event in the United States devoted to assessment and improvement. During each podcast episode, we profile people, initiatives, institutions, and organizations improving conditions in higher education. Listeners may access the podcast via common streaming services, podcast apps, or at assessmentinstitute.iupui.edu.

In the series' inaugural episodes, debuted during the Assessment Institute in October 2020, twenty-six thought leaders representing twelve national associations, research organizations, and initiatives—all of whom are partners of the Assessment Institute—shared important ideas and trends from their various perspectives:

- season (s) 01 episode (e) 01: **NILOA** - Natasha Jankowski and Gianina Baker from the National Institute for Learning Outcomes Assessment, the Assessment Institute's signature partner
- s01e02: **AALHE** - Jane Marie Souza and Andre Foisy from the Association for the Assessment of Learning in Higher Education
- s01e03: **AAEEBL** - Tracy Penny Light and Susan Kahn from the Association for Authentic, Experiential, and Evidence-Based Learning
- s01e04: **AIR** - Leah Ewing Ross and Stephan Cooley from the Association for Institutional Research
- s01e05: **AAC&U** - Dawn Whitehead and Terrel ("Terry") Rhodes from the Association of American Colleges & Universities
- s01e06: **CARS** - Kenton Fulcher and Caroline Prendergast from the Center for Assessment and Research Studies
- s01e07: **CPR/NSSE** - Jillian Kinzie from the Center for Postsecondary Research and the National Survey of Student Engagement
- s01e08: **Grand Challenges in Assessment Project** - Karen Singer-Freeman and Christine Robinson, project directors of the Grand Challenges in Assessment Project
- s01e09: **HBCU-CEEQA** - Mark Howse and Verna Orr from the HBCU Collaborative for Excellence in Educational Quality Assurance
- s01e10: **HEDS** - Charlie Blaich and Kathy Wise from the Higher Education Data Sharing Consortium
- s01e11: **HIPs (High Impact Practices)** - Pam Bowers, Ken O'Donnell, and Robin Schofield from HIPs in the States
- s01e12: **SAAL** - Sara Gordon, Joe Levy, Sara Ousby, and Aimee Shattuck from Student Affairs Assessment Leaders

Viewpoint
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Assessment in Practice

Using an Escape Room to Raise Campus Awareness of Institutional Student Learning Outcomes

Using an Escape Room to Raise Campus Awareness of Institutional Student Learning Outcomes

Frances Haman-Prewitt & Traci Williams

This Assessment in Practice shares the experience and implementation of an Escape Room professional development activity undertaken by Chattanooga State Community College to promote awareness of the college's institutional student learning outcomes. Results of the experience and insights for others interested in using Escape Rooms are offered. **Read more...**

Excellence in Assessment Virtual Celebration

Thursday, December 3, the virtual Excellence in Assessment celebration ceremony was held. Normally done in person at the AAC&U Annual Meeting, this year's celebration occurred virtually with the 12 Excellence in Assessment designees sharing video messages showcasing their institutions. The entire virtual celebration is now available for viewing. **Watch celebration...**

Featured Website

University of the District of Columbia

University of the District of Columbia (UDC) Office of Institutional Assessment and Outcomes is December's 2020 Featured Website. The interactive
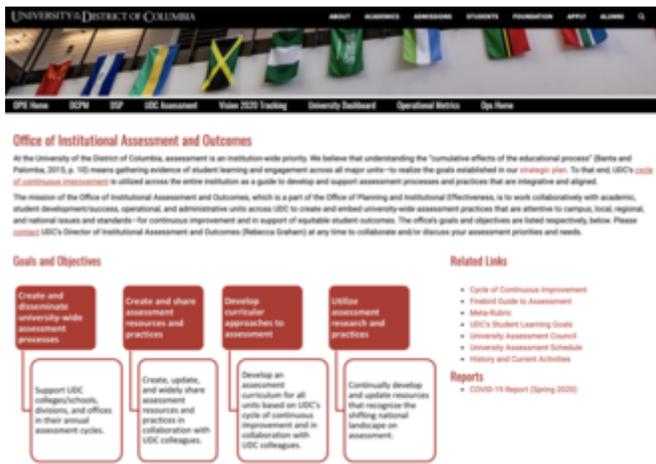
website highlights the institutions goals in flowchart form with a clear commitment to continuous improvement in equitable student outcomes. UDC's website includes resources on an assessment guide, learning goals, assessment council, and strategic plans. Due to variety of resources, ease of use, tips and transparency of data, UDC is the Featured Website in the categories of Communication and Centralized Assessment Repository. **Read more...**

News

Announcements:

Assessment Institute Session Recordings Now Available
Session recordings and handouts from the 2020 Assessment Institute are now available. You can watch video presentations here. For those interested in submitting proposals, the 2021 Assessment Institute will also be held virtually and will again be offering complimentary registration!

Video Congratulations to Pat Hutchings and Podcast
For those unable to watch the virtual award ceremony where Pat Hutchings, NILOA Senior Scholar, received the Trudy W. Banta Lifetime Achievement Award, never fear! You can now watch other assessment scholars offer their congratulations to Pat including videos from Jillian Kinzie, Mary Huber, Ted Marchese, Peter Ewell, Lee Shulman, George Kuh, and Paul Lingenfelter. Watch the compilation video or their full individual congratulations videos. Also, check out Pat's podcast episode on her remarkable career.

HBCU Webinar Series
NILOA's Dr. Verna Orr participated in a webinar series hosted by NASPA and led by Dr. Kellie Dixon who currently serves as the NASPA Region III HBCU Division Chair. The purpose of the HBCU Webinar Series is to provide professional development intentionally designed for HBCU professionals and practitioners seeking to work at these institutions.

Congratulations to Dr. Montenegro
Erick Montenegro, NILOA Fellow who previously served as Communications Coordinator for NILOA is now officially Dr. Montenegro. Congratulations to Dr. Montenegro on the completion of his dissertation!!

Job Posting: Academic Assessment Manager

Full Sail University is seeking an Academic Assessment Manager to provide leadership and manage key processes related to the design, deployment, and evaluation of academic programs across the university. In collaboration with academic leaders, peers, and other stakeholders, the Manager of Academic Assessment helps all internal partners utilize data to drive continuous improvement of student and program outcomes.

New Open-Access Journal of Assessment in Higher Education (JAHE)

The University of Florida, is pleased to announce the debut of The Journal of Assessment in Higher Education (JAHE), a collaboration between the UF Office of Institutional Assessment and the George A. Smathers Libraries. The journal is an open-access, semi-annual publication that presents articles on current philosophy, research, teaching, learning and scholarship in higher education assessment. Read the first issue here.

Research and Practice in Assessment Article

New RPA article on Academic Program Review: Examining the Experiences of Faculty members Serving as Internal Peer Reviewers sharing results from a qualitative study with 14 faculty members from a public, research-extensive university who served as internal peer reviewers.

COVID-19 Issue of Assessment Update: Free Access

Enjoy complimentary access to articles from the November/December 2020 issue of Assessment Update on the theme of assessing in the COVID-19 era. Additional articles not appearing in this issue because of space constraints are on the Assessment Institute website.

News:

This Past Month in Assessment News
This past month various articles have been released on engaging students in the learning process more fully. Pedagogical approaches such as using Silent Meetings or Sneaky Assignments have been offered. For learning outcomes, articles shared what students wish they'd learned as well as the value of general education learning in addition to language learning. Assessment pieces have focused on how to infuse antiracist assessment into courses and rethinking decolonisation.

Accreditor's View on Assessment

Read the Liberal Education Blog from AAC&U which presents an accreditor's view of assessment from President Heather Perfetti of the Middle States Commission on Higher Education.

Assessment and HBCUs
This article in *Diverse Issues in Higher Education* by Britt Spears shares a call to action on assessment initiatives at HBCUs while navigating the coronavirus pandemic that involves the student experience both inside and outside of the classroom.

Framework for Certification Pathways
A new report by the University Professional and Continuing Education Association (UPCEA), Workcred, and partners from Association of Public and Land-grant Universities (APLU) and the Coalition of Urban Serving Universities (USU), outlines a framework to support the development and scaling of certification-degree pathways.

Credential As You Go
A recent blog post by Nan Travers, NILOA Fellow, and colleagues outlines a credentialing solution as a meaningful alternative that is responsive to today's students in a time of increasing racial inequities and a global pandemic.

Upcoming Conferences and Programs

December 2020. Register for the FREE Online Course for Assessment in Student Affairs.
Student Affairs Assessment Leaders and National Louis University.

January 8. Call for Proposals Due.
Assessment Network of New York.

January 12. Webinar: Incremental Credentialing: Expanding Perspectives.
SUNY Empire State College and National Credential As You Go Advisory Board.

January 15. Fine Tuning Program Outcomes: A Curriculum Mapping Workshop.
American Historical Association (AHA).

January 18. Proposals due for Assessment in Higher Education (AHE) Conference.
Assessment in Higher Education Network, UK.

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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 2020. While this has been an incredibly difficult and hectic year, much work on assessment was also done that we celebrate.

We began the year with a reaffirmation of our commitment to equity and assessment with the release of *A New Decade for Assessment: Embedding Equity into Assessment Praxis*. Coupled with the paper, the conversations on equity continued with the release of 4 new equity responses addressing crip theory, change strategies, international perspectives, and learning management systems. We also released a series of 6 equity in assessment case studies from different institutions in partnership with the Council for the Advancement of Standards in Higher Education (CAS) and Campus Labs, now Anthology to showcase equity work in action.

There was also much to celebrate throughout the year with the announcement in August of the largest group of Excellence in Assessment designees which were honored in a virtual celebration. NILOA received the 2020 ACPA Award for Contribution to Higher Education and NILOA Senior Scholar Pat Hutchings was the recipient of the 2020 Trudy W. Banta Lifetime Achievement award. And lastly, NILOA staff in partnership with colleagues throughout the US and internationally released a new book on *Student-Focused Learning and Assessment: Involving Students in the Learning Process in Higher Education*.

In response to COVID-19 and the shift to remote instruction, NILOA led a COVID webinar series, hosted a google doc of various resources, and released a national report on the impact of the pandemic on assessment. Various articles in the NILOA Perspectives column of *Assessment Update* focused upon lessons learned during the pandemic, and NILOA staff provided support and thought leadership through participating in over 50 virtual presentations. NILOA also joined the Today's Student Coalition in support of the organization's mission of advocating for postsecondary policies that support the success of today's students.

For NILOA resources, 9 examples of practice in the form of Assessment in Practice pieces were released, ranging from engaging students in assessment to faculty development activities to assessment in libraries. A report on Historically Black Colleges and Universities and assessment was also released, and over the course of the 2020 there were: 10 Featured Websites; toolkits on communicating the value of assessment and comprehensive learner records, assessment philosophy activities for academic and student affairs, examples of evidence-based storytelling activities from Virginia, curriculum mapping examples for veterinary medicine, updates to case studies, a new case study on diversity and inclusion outcomes in general education, 7 Viewpoints, and a NILOA released podcast on transparency. Occasional papers included:

- Using CAS as a Framework to Assess Holistic Learning
- Working with Employers: Tips for Success
- Mapping and Assessing Student Learning in Student Affairs
- Documenting Learning: The Comprehensive Learner Record
- Program Review and Assessment for Continuous Improvement: Asking the Right Questions
- There is no Return to Normal: Harnessing Chaos to Create our New Assessment Future
- Grand Challenges in Assessment: Collective Issues in Need of Solutions

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 2021!

Best wishes,

Dr. Natasha Jankowski and the entire NILOA Team