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## NILOA January 2021 Newsletter

What a start to 2021! With the insurrection on our nation's capital within the first week of January to the historic moment of watching the inauguration of our first Black Vice President, Kamala Harris, just yesterday, I echo National Youth Poet Laureate, Amanda Gorman "while we hurt, we hoped." It is this hope I carry as the new Acting Director of NILOA and I hope you'll continue to support NILOA and I on this assessment ride! And if you're still working to process events from these past couple of weeks either by yourself or with students, the [American Historical Association](#) has put together resources to assist with contextualization from a historical perspective. We still have SO much work to do.

In case you missed the announcement in December, Dr. Natasha Jankowski has joined AEFIS as Director of Assessment Success. She has been the backbone of NILOA for so many years that her presence and thought leadership will certainly be missed. However, lucky for us, she is still and will continue to be influencing the field of assessment with her knowledge, skills, philosophical questions, and positive attitude. We wish you all the best Dr. Jankowski in your new role! (And if you'd like to follow her, see the Event Calendar below with one of her first webinars at AEFIS.)

We are excited to begin 2021 by formally announcing that NILOA has been awarded a Lumina Foundation grant to lead work in revising the Degree Qualifications Profile (DQP)! In this work, we will meet with various stakeholders to support the update of the Degree Qualifications Profile and its

official transition to NILOA. Look out for updates of this process in future newsletters.

This abbreviated January 2021 edition of the NILOA Newsletter highlights an update to Carnegie Mellon University's Case Study, an Assessment in Practice focused on the fine and performing arts at Columbia College in Chicago, and concludes with announcements and information on forthcoming events.

## NILOA Case Study

### **Carnegie Mellon University: Building an Infrastructure for Data-Informed Learning Improvement**

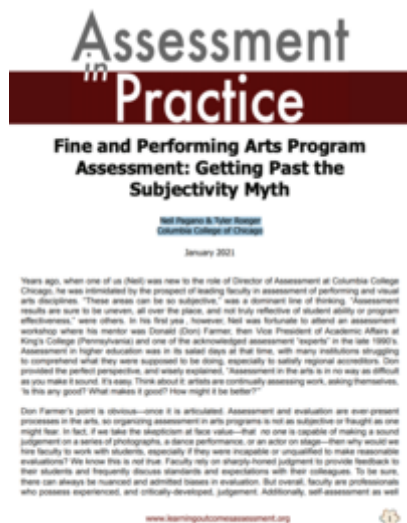
Marsha C. Lovett

As part of an ongoing effort to track and explore developments in student learning outcomes assessment, NILOA has published over 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 Carnegie Mellon University (CMU) is an update of the original case study from 2012. The first case study described CMU's approach to addressing the challenges of assessment, exploring the salient elements of CMU's culture for assessment and improvement, and focused on the positioning and role of the Eberly Center for Teaching Excellence in student learning outcomes assessment at CMU. In this updated case, Building an Infrastructure for Data-Informed Learning Improvement, Marsha C. Lovett writes about the evolving relationship between assessment and faculty development and how the renamed Eberly Center for Teaching Excellence and Educational Innovation serves as the hub of such work. **[Read more...](#)**



## Assessment in Practice



### Fine and Performing Arts Program Assessment: Getting Past the Subjectivity Myth

Neil Pagano & Tyler Roeger  
Columbia College of Chicago

This Assessment in Practice highlights program-level assessment efforts at Columbia College in Chicago. Examples of using faculty and/or professional panels to assess student work in both television and photography programs are shared. **Read more...**

## Announcements:

### Position Open at State Higher Education Executive Officers (SHEEO)

From SHEEO: SHEEO is currently hiring a policy analyst to contribute to our expanding research efforts in its Boulder, CO, office. We seek diverse candidates and hope to recruit someone enthusiastic about state higher education policy, a strong researcher who has a diverse set of experiences and skills. We will be giving **full consideration to those applications received by January 22**. A full description of the position and application instructions can be found using this link: <https://sheeo.org/sheeo-job-posting-policy-analyst-2/>.

### Position Open for Director, Student-Directed Learning Office at Metropolitan State University

Metropolitan State University, in the Minnesota State system, is looking for its next Director of its Student-Directed Learning Office. The Student-Directed Learning (SDL) Office promotes, coordinates, and monitors alternative learning strategies including Credit for Prior Learning and Prior Learning Assessment, and Student-Designed Independent Studies. The closing date for applications is February 1, 2021, and more information can be found here: <https://metrostate.peopleadmin.com/postings/1645>.

### NILOA Fellow, Dr. Verna Orr, Book Chapter Now Released

NILOA Fellow, Dr. Verna Orr, has written a chapter titled, *A Syncopated Scholarly Journey: The Rhythm and Rhyme to Keep On Moving*, in the newly released book, *Elevating Marginalized Voices in Academe: Lessons for a New*

*Generation of Scholars*, available for pre-order. This book is described as “an anthology of narratives from Scholars of Color about traversing doctoral studies in American higher education.” A webinar highlighting the books' authors is forthcoming.

## Upcoming Conferences and Programs

All events listed are virtual unless noted otherwise:

January 20-23. AAC&U Annual Meeting.

January 22-23. 12th Annual Forum on Digital Learning and ePortfolios.

January 25. Call for Proposals for 25th Annual Illinois Community College Assessment Fair.

January 26. 25th Annual Illinois Community College Assessment Fair.

January 26-28. CHEA 2021 Annual Conference.

January 27-28. Comprehensive Learner Record (CLR) Showcase.

**\*Dr. Gianina Baker will serve as a panelist on both days.**

January 27. AEFIS Campfire Chat with Natasha Jankowski: “Why I joined the AEFIS Team!”

**\*Dr. Gianina Baker will serve as a panelist.**

January 28. A Career in Assessment-How did we get here? Presented by ACPA's Commission for Assessment and Evaluation.

**\*Dr. Gianina Baker will serve as a panelist.**

January 29-30. 8th Annual SLO Symposium.

January 29. Applications open for Spring 2021 Assessment Academy.

February 3-5. Call for Proposals due for the 38th Academic Chairpersons Conference.

February 7. Call for Proposals due for the Association for the Assessment of Learning in Higher Education (AALHE).

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## NILOA February 2021 Newsletter

Here at NILOA, we celebrate Black History, not just in February, but every month. The contributions of Black people are profound to our institutions, our organizations, our communities. We seek to amplify such voices in the field of assessment as we work to dismantle oppressive systems within postsecondary education and know that equity-centered assessment is needed now more than ever before. Here's to those who join alongside us and continue to highlight Black joy, Black excellence in February and beyond.

Storytelling is central to Black culture and as we have come to learn, really important in telling our institutional assessment stories. In this February 2021 edition of the NILOA Newsletter, we are excited to share the long awaited occasional paper on Evidence-Based Storytelling written by Dr. Natasha Jankowski. We also held an example written up by the Office of Community College Research & Leadership (OCCRL) to feature with the release of this paper. We've been busy gathering resources to highlight evidence-based storytelling and invite you to peruse our page. Additionally, this newsletter contains a new DQP 3.0 Corner, an Assessment in Practice highlighting the use of heat maps within an assessment process, features an Equity Case Study from Wake Forest University, continues to seek applications for the 2021 Excellence in Assessment Designation class, and concludes with announcements and information on forthcoming events.

### **DQP 3.0 Corner**

Join us as we talk a walk down memory lane leading up to next revision of the Degree Qualifications Profile (DQP). Take a look at the current resources on our website [here](#). In the coming months, we'll





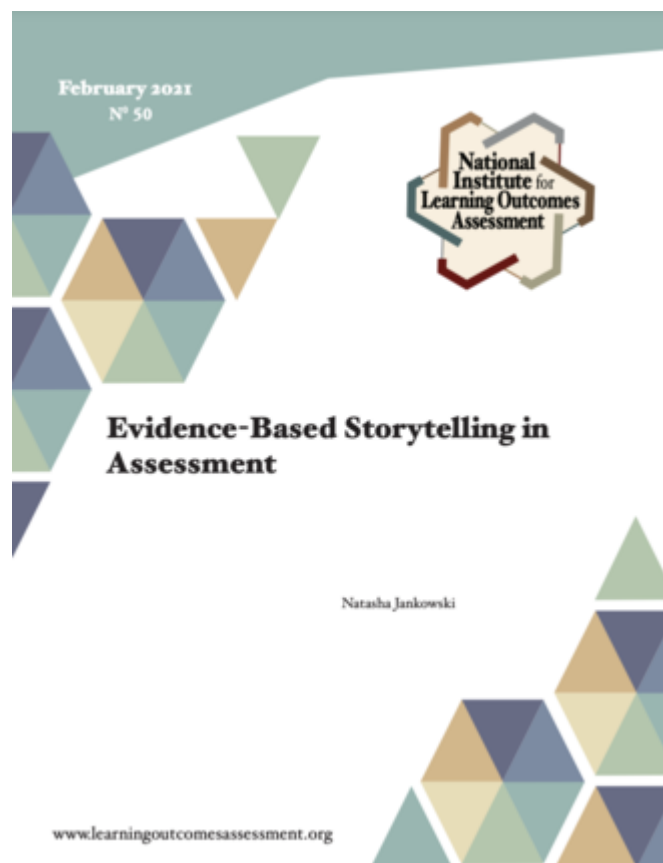
use this corner for blogging, highlighting resources, and preparing for the release of DQP 3.0! Stay tuned.

## Occasional Paper No. 50

### Evidence-Based Storytelling in Assessment

**Natasha Jankowski**

In this highly anticipated occasional paper, Natasha Jankowski helps conceptualize what is meant by Evidence-Based Storytelling (EBST)—an approach used at NILOA to refine and encourage evidence-based stories in assessment. According to Jankowski, two purposes are served within this paper “to re-examine what is meant by use of assessment results and to unpack evidence-based storytelling and its connection to assessment.” Here at NILOA we’ve done tons of workshops, presentations, webinars on EBST and hope that when you read this paper, you’ll be reminded of such and have been working on your institutional assessment stories in the meantime. **[Read more...](#)**



## Evidence-Based Storytelling Toolkit Example

The Evidence-Based Storytelling (EBST) 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



Establishing Culturally Responsive Pedagogical Practices via 'Storytelling' ..... 2  
 OCCRL Equity Academy Presentation ..... 4

continually seek examples of practice that can help inform other institutions and organizations. Our featured example this month comes from the [Office of Community College Research and Leadership \(OCCRL\)](#), located at the University of Illinois Urbana-Champaign. Using EBST to improve the program review process in Illinois, work supported by the Illinois Community College Board (ICCB), the Toolkit was utilized to guide peer networking and feedback in its Equity Academies to support community college faculty and administrators. Also, a link to an OCCRL brief titled, Establishing Culturally Responsive Pedagogical Practices via 'Storytelling', written by Colvin T. Georges Jr. offers important guidance towards the use of storytelling for assessment and recommendations for

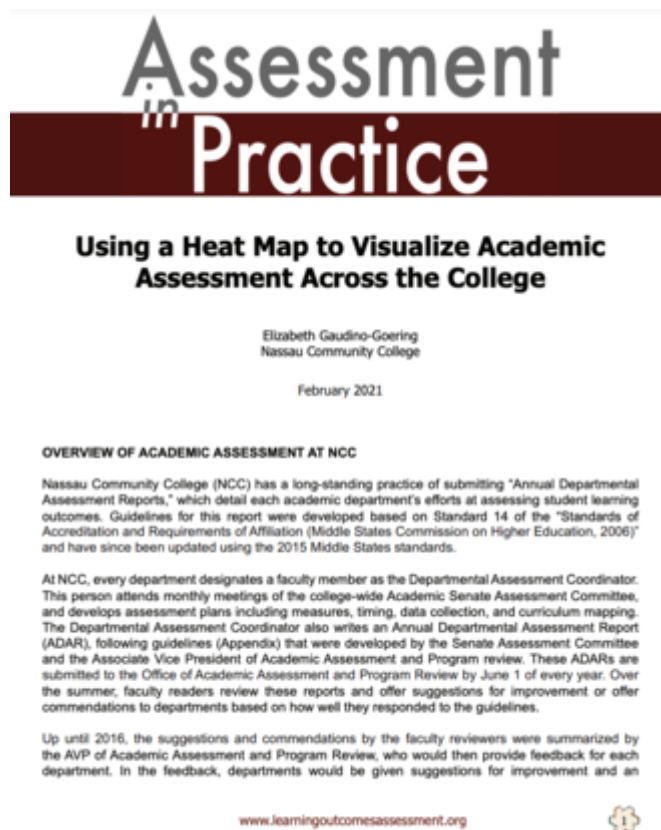
practitioners. We hope this addition to the Evidence-Based Storytelling Toolkit proves useful as you seek ways to tell your institutional assessment story. [Read more...](#)

## Assessment in Practice

### Using a Heat Map to Visualize Academic Assessment Across the College

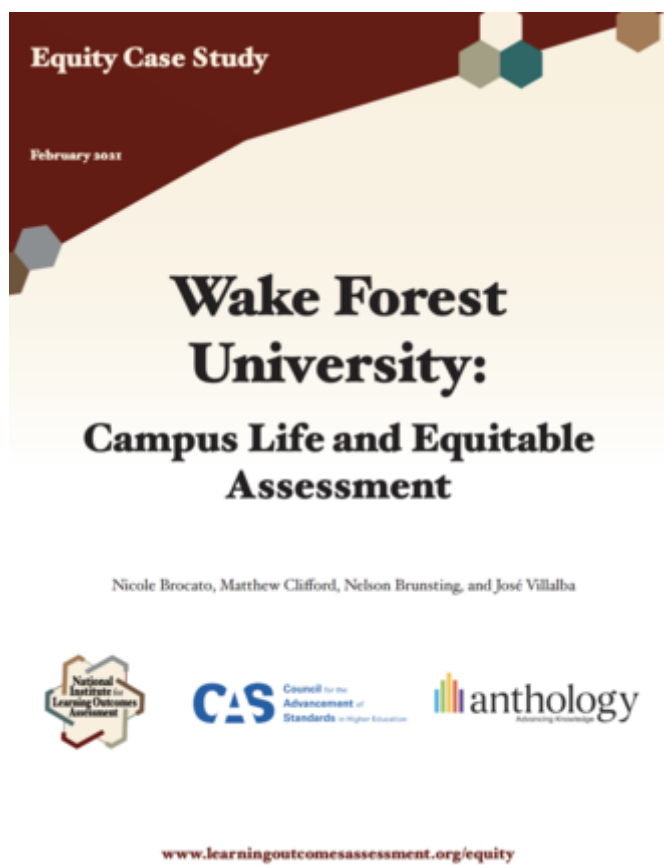
**Elizabeth Gaudino-Goering**

This AiP highlights how Nassau Community College uses heat maps as a tool in identifying strengths and challenges in its academic assessment processes across the campus. Heat map examples are featured. [Read more...](#)





## Equity Case Study



### Wake Forest University: Campus Life and Equitable Assessment

**Nicole Brocato, Matthew Clifford, Nelson Brunsting, and José Villalba**

Founded in 1834, Wake Forest University is a private university located in Winston-Salem, NC, with more than 8,000 students. The undergraduate population of more than 5,200 hails from 49 states and more than 50 foreign countries. Wake Forest University is currently undertaking multiple large-scale, interdisciplinary efforts in equitable assessment. Its Assessment Committee was formed in 2014 to support assessment efforts, capacity and skill development, and logistics for all units in the Division of

Campus Life. For assessment to be equitable, Wake Forest pays careful attention to a variety of key components which require expert substantive and technical expertise from diverse fields and interdisciplinary collaboration. [Read more...](#)

## Excellence in Assessment

### Consider Applying for the Excellence in Assessment Class of 2021

The Excellence in Assessment (EIA) designation is now accepting applications for the 2021 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, 39 institutions have been recognized for their Excellence in Assessment and the 2020 designees will be celebrated. 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 3, 2021. To hear more about the EIA application and review process, please see [this recent webinar about the EIA designation](#) held during the 2020 Assessment Institute. [Read more...](#)

## Announcements

### AEFIS Assessment and Democracy Series

Hosted by Dr. Natasha Jankowski, AEFIS Academy is launching a four-part series designed to explore and unpack the relationship between Democracy and Assessment. Throughout this series, a variety of thought leaders will come together in conversation around what the current relationship between democracy and assessment entails, what the relationship should or could be, and what the role of assessment might be moving forward to support a productive democracy. Dr. Gianina Baker, NILOA Acting Director, is a panelist for the first webinar, Setting the Stage, on February 24 at 2 pm EST. Register for the first webinar [here](#).

### Dr. Verna Orr Lands New Position

Congratulations to Dr. Verna Orr, NILOA Fellow, on recently accepting a position as the Special Assistant of Institutional Effectiveness & Planning at Benedict College. We are excited to watch you work!

### AALHE Assessment Works Podcast

The Association for the Assessment of Learning in Higher Education (AALHE) announced its [Assessment Works Podcast](#). Hosts Erin Milne and André Foisy explore current events, contemporary issues, helpful strategies for measuring student learning outcomes, and stories from the assessment community in this monthly podcast. Assessment professionals from across the country are interviewed and one includes our former director, Natasha Jankowski, on Assessment in the Time of COVID! AALHE continues to seek assessment success stories and challenges and if interested, send an audio file to [podcast@aalhe.org](mailto:podcast@aalhe.org) or leave a message at 1(302)8-ASSESS to possibly be featured in a future broadcast.

### Position Open for Assessment Manager at Georgia State University

Georgia State University in Atlanta seeks a full-time Assessment Manager. A description of the position and application instructions are available at:

<https://oie.gsu.edu/2021/01/21/assessment-manager/>. More information about student learning assessment at GSU can be found at <https://oie.gsu.edu/our-services/assessment/>.

### Credentialing Webinar Recordings Available

Want to know more about our Credential As You Go Work? Check out two webinar recordings now available on Incremental Credentialing! <https://www.esc.edu/credential-as-you-go-symposium/>.

1. **Overview - Incremental Credentialing: Credential As You Go** shares findings from a Lumina Foundation funded grant called “Credential As You Go,” and the resulting model for how incremental credentialing can meet the needs of the learn-and-work ecosystem and address inequities in education and work.

2. ***Incremental Credentialing: Expanding Perspectives*** dives deep into the issues and trends of the learn-and-work ecosystem and role that incremental credentialing can play to advance education and economic recovery.

### **Nearly One Million Credentials and \$2t Yearly Expenditures in Education and Training Highlight Need for Greater Transparency**

Credential Engine just released two new landmark reports that estimate there are almost **1,000,000 unique credentials** in the U.S. A second report adds further context to the credential landscape by estimating that in 2017 the country **spent nearly \$2 trillion** in education and training activities. Together, these data underscore the need for greater credential transparency and access to information.

### **Student Assessment Affairs Leaders (SAAL) Metric Mondays**

At the end of 2020, SAAL launched an initiative called **Metric Mondays** – a chance to generate and share information related to assessment in action across the profession. Members will share data points of their home institution and SAAL will work to create weekly metrics to engage in data sharing and provide examples of data in action. Consider joining SAAL if you are interested!

### **Student Assessment Affairs Leaders (SAAL) Upcoming Knowledge Session: Tips & Tricks for Assessment Planning and Target Setting**

The SAAL Professional Development Committee is pleased to announce an upcoming collaboration with the International Association of Student Affairs and Services (IASAS) led by **Dr. Joseph Levy, Executive Director of Assessment and Accreditation** at National Louis University on **March 4, 2021** from **10:00am EST**, titled, **TIPS & TRICKS FOR ASSESSMENT PLANNING AND TARGET SETTING**. This session will provide context and considerations for assessment planning. There will be a deep dive on how to write learning targets or success criteria, as well as how to identify target achievement. Post-plan considerations are provided, as well as reflection questions for people to work through in thinking about applying this information to their current practice. Time will be allotted for Q&A with attendees. Register [here](#).

## **Upcoming Conferences and Programs**

February 24. **Democracy & Assessment Series – Your Voice Matters! Episode 1: Setting the Stage**.

2:00 - 3:00 pm.(CST). AEFIS Academy.

**\*\*Dr. Gianina Baker will serve as a panelist.**

March 1. **Call for Proposals for 2021 Higher Education Assessment Conference Due**.

March 1. **Call for Proposals for 2021 Assessment Institute Due**. (Priority Deadline).

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## NILOA March 2021 Newsletter

We start this newsletter acknowledging Women's History Month and the many contributions of women to our nation and the communities in which we live. With the recent hate crimes in Atlanta to some of our most vulnerable women, again, there is still a need to affirm and support through our language and our actions by standing in solidarity alongside our Asian colleagues. We hope that our work here at NILOA continues to invite discussions of equity in assessment and that these discussions help transform learning environments in our colleges and universities.

In this March 2021 edition of the NILOA Newsletter, we release an occasional paper discussing the hot topics of program theory and implementation fidelity in relation to assessment and a case study highlighting Indiana University Purdue University Indianapolis' experience with the Comprehensive Learner Record. Additionally, this newsletter contains an update to our DQP 3.0 Corner, not one but TWO Assessment in Practices—one on assessing intersectional experiences, the other on assessment in a law school, continues to seek applications for the 2021 Excellence in Assessment Designation class, and concludes with announcements and information on forthcoming events.

And may luck be on your side to those of you who have filled out March Madness brackets! (If you haven't seen the academic basketball bracket by Inside Higher Ed, check it out [here](#). Spoiler: It's Villanova.)

### **DQP 3.0 Corner**



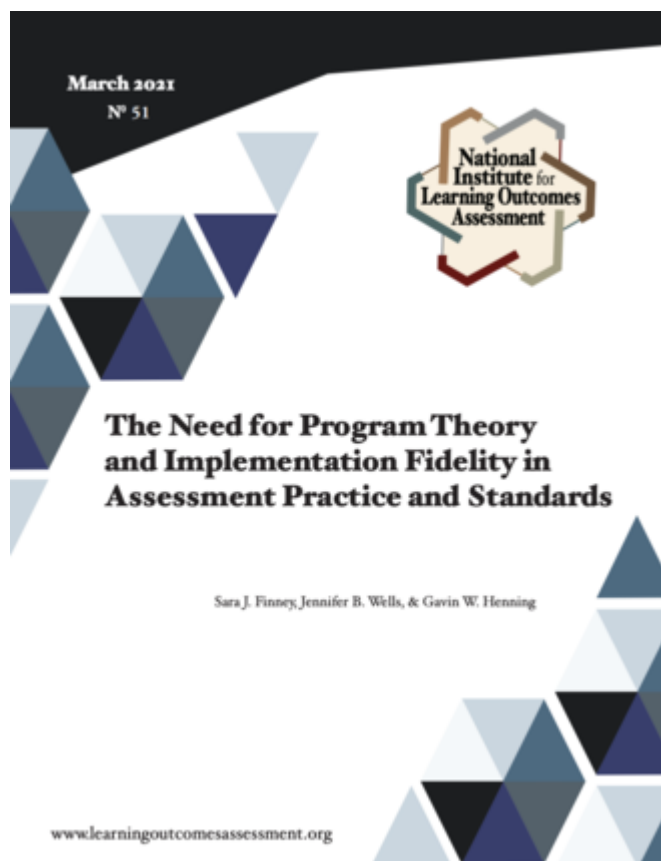
Want to catch up on all things DQP? Start with reading our reports where we highlight the impact and reach as well as implementation efforts of the DQP at various colleges and universities across the country. You can find the reports [here](#).

## Occasional Paper No. 51

### The Need for Program Theory and Implementation Fidelity in Assessment Practice and Standards

**Sara J. Finney, Jennifer B. Wells, & Gavin W. Henning**

With the creation of unjustified programming and curriculum, coupled with the collection of outcomes data not used for improvement efforts, the authors of this occasional paper posit that outcomes data should not be collected until two fundamental questions can be answered: “Why should this programming result in the desired outcome?” (i.e., program theory) and “Was the intended programming actually experienced by students?” (i.e., implementation fidelity). This occasional paper calls for professional standards and professionals themselves to integrate program theory and implementation fidelity into its learning outcomes assessment practice. [Read more...](#)



## Assessment in Practice

### Assessing Intersectional Experiences: Where to Begin?

**Allison BrckaLorenz & Thomas Kirnbauer**



# Assessment in Practice

## Assessing Intersectional Experiences: Where to Begin?

Allison BrckaLorenz & Thomas Kimbaur  
Indiana University Bloomington

March 2021

Given increasing diversity in higher education and a move towards more critical frameworks for understanding experiences in higher education, researchers and assessment professionals have started to use intersectional lenses to frame their work (Nichols & Stahl, 2019). Intersectionality can be viewed as a scheme to critically interrogate multiple aspects of a person's identity within structures of inequality. Depictions of intersectional frameworks, such as Núñez's (2014) multilevel model of intersectionality or Jones and McEwen's (2000) model of multiple dimensions of identity vaguely resemble the orbits of atomic systems with swirling, independent and dependent aspects of social identities housed within larger societal systems. Understanding the complexities of such structures is both exciting and daunting. This Assessment in Practice outlines three typical challenges assessment professionals face when starting to use an intersectional lens to quantitatively understand higher education experiences.

### JUST GETTING STARTED

Taking the first steps in doing intersectional quantitative research can be the most difficult. Thinking about the different ways that demographics and educational characteristics intertwine can quickly complicate our understanding of experiences. Give yourself permission to start small. Choosing two variables that can be thought of on a binary (such as tenured faculty or not, and a STEM or non-STEM disciplinary field) can be analyzed together to give a broad understanding of a basic intersection. Do resist, however, the urge to stop your work at a series of collapsed variables. Limiting your work to looking at students of color and white students, for example, can mask the hugely varied experiences within these groups and can further marginalize subgroups of students of color who researchers frequently bury within an aggregate.

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## Assessment in Practice

### A Law School's Journey into Learning Outcomes Assessment

**Andrea A. Curcio & Alexis  
Martinez**  
**Georgia State University  
College of Law**

This Assessment in Practice highlights a law school's journey into the world of learning outcomes assessment and the way it sought to leverage accreditation requirements to engage faculty more deeply with student learning. [Read more...](#)

## Case Study

## Indiana University Bloomington

This Assessment in Practice outlines three typical challenges assessment professionals face when starting to use an intersectional lens to quantitatively understand higher education experiences. [Read more...](#)

# Assessment in Practice

## A Law School's Journey into Learning Outcomes Assessment

Andrea A. Curcio & Alexis Martinez  
Georgia State University College of Law

March 2021

Beginning in 2016, the law school accrediting body began requiring law schools to identify and publish student learning outcomes for JD programs. While outcome measures assessment has been part of other graduate programs for years, for legal education, this was a giant shift. This essay discusses one school's journey into the world of outcomes assessment and the way it sought to leverage the accreditation requirements to engage faculty more deeply with student learning.

### THE RESEARCH TELLS US

As we thought about the process, we believed that if outcomes assessment became a "check the box" compliance measure that was seen as having little independent value, the work would likely become gendered and discounted, much like other institutional housework tasks (Guarino & Borden, 2017). On the other hand, if we shifted the dialogue to one that focused on helping our students learn, and gathered information that could impact other institutional concerns (retention, attrition, licensure, alumni engagement, etc.), faculty would be more likely to engage in the process and we had a better chance of sharing the workload across the institution.

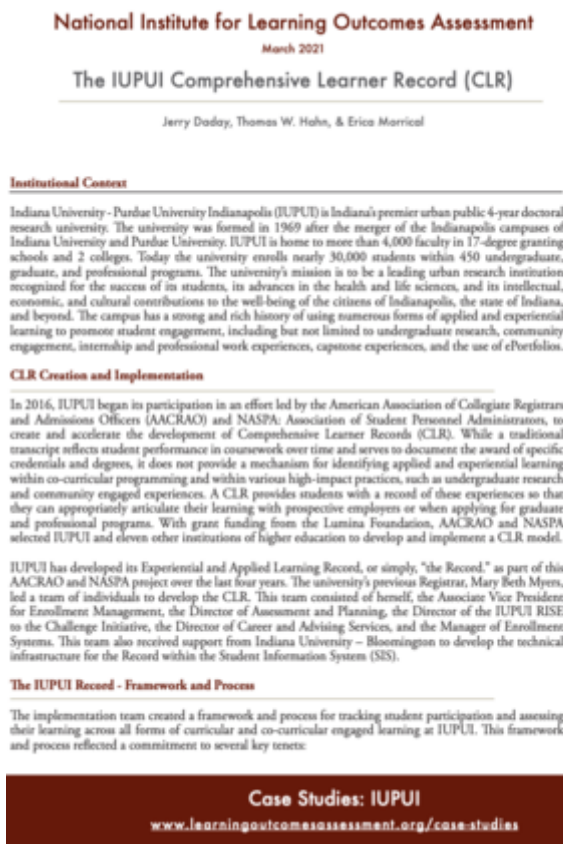
We recognized that the faculty at the College of Law, like other faculties, have a wide range of concerns including uncertainty about the process, time commitments required, questions about institutional leadership's commitment to the process, lack of recognition or reward for those engaging in it, the process' inability to capture nuanced learning, cost and resource concerns, and questions about the process' ultimate value (Bresciani, Zelna, & Anderson, 2004; Bresciani, Anderson, & Allen, 2006; Bresciani 2011; Lynch, 2012). Also, like in other academic programs, law faculty also have concerns that the process will erode their academic autonomy (Lynch, 2012).

We found many of those concerns could be addressed by creating easy to use rubrics, engaging faculty in the rubric development process, creating an assessment committee that involved faculty with a range of appointment statuses, and providing cumulative student data along with annual reports to the faculty—processes described in more detail below.

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## Indiana University Purdue



Indiana University - Purdue University Indianapolis

## University Indianapolis: The IUPUI Comprehensive Learner Record (CLR)

### Jerry Daday, Thomas W. Hahn, & Erica Morrical

Indiana University - Purdue University Indianapolis (IUPUI) is Indiana's premier urban public 4-year doctoral research university. The university was formed in 1969 after the merger of the Indianapolis campuses of Indiana University and Purdue University. IUPUI is home to more than 4,000 faculty in 17-degree granting schools and 2 colleges. Today the university enrolls nearly 30,000 students within 450 undergraduate, graduate, and professional programs. The university's mission

is to be a leading urban research institution recognized for the success of its students, its advances in the health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond. IUPUI was invited to write a case study because of its strong and rich history of using numerous forms of applied and experiential learning to promote student engagement along with its ongoing Comprehensive Learner Record (CLR) work. **[Read more...](#)**

## Excellence in Assessment

### Consider Applying for the Excellence in Assessment Class of 2021

The Excellence in Assessment (EIA) designation is now accepting applications for the 2021 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, 39 institutions have been recognized for their Excellence in Assessment and the 2020 designees will be celebrated. 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 3, 2021. To hear more about the EIA application and review process, please see [this recent webinar about the EIA designation](#) held during the 2020 Assessment Institute. [Read more...](#)

## **Announcements**

### **CAS Advisory Board Announcement**

Dr. Gianina Baker, Acting Director, has recently been appointed to the CAS Advisory Board as a Public Director. Excited to partner with this organization!

### **CAS Releases New Standards**

The [Council for the Advancement of Standards in Higher Education \(CAS\)](#) just released an Indigenous Student Affairs Standards and Self-Assessment Guide and the second edition of its Framework for Assessing Learning and Development Outcomes (FALDOs) in its most recent newsletter.

### **New Leading Improvements in Higher Education Podcast Released**

Check out the latest episode of the [Leading Improvements in Higher Education: A Podcast with Stephen Hundley](#) discussing The Future of Assessment with Contributors to a Special Issue of Research & Practice in Assessment.

## **Upcoming Conferences and Programs**

March 17-26. [2021 NASPA Virtual Conference](#).

March 26. [2021 NEean Dialogues in the Disciplines: Assessing Experiential Learning: Now and When](#).  
Virtual.

April 1. [AALHE Webinar: A practical guide to working with copyrighted and open access resources in scholarship](#).

April 5-9. [2021 Higher Learning Commission \(HLC\) Conference](#).  
Virtual.

April 8-11. [2021 AERA Conference](#).  
Virtual.

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## NILOA April 2021 Newsletter

It's official! Spring is here and so is National Community College month. We recognize and support the work being done in our nation's community college to educate any and all students who walk through their doors. To learn more about National Community College month and activities happening all month long, click [here](#) (American Association of Community Colleges) and [here](#) (Association of Community College Trustees). You may also want to explore the many resources of our friends, [the Office of Community College Research & Leadership](#), also known as OCCRL, whose work is deeply committed to equity!

And as our country continues to reckon with its past, find justice in current events, and move into a future that many of us will create, we invite you to explore our compiled a list of curated resources to assist in your journey in antiracist teaching, learning, and assessment of student learning [here](#). Please feel free to suggest additional resources directly to the document as it may be useful to your colleagues!

In this April 2021 edition of the NILOA Newsletter, we remind you of DQP resources; release an occasional paper serving as update to our first occasional paper on student affairs assessment, an equity response on spheres of influence, a viewpoint on humanizing assessment, two Assessment in Practices—one on chocolate chip cookies and assessment, the other on an annual faculty symposium; continues to seek applications for the 2021 Excellence in Assessment Designation class; and concludes with announcements and information on forthcoming events.



## DQP 3.0 Corner



Want assistance in rethinking an assignment for the next semester? Check out our redesigned [NILOA Assignment Library](#) to search for ideas using the identified tags of disciplines and assignment characteristics, degree level, or DQP Proficiencies. For instance, you might be interested in Drs. Barnett and Zaloudek of UW-Stout's assignment and accompanying rubric on ["The Solutions to Poverty Project"](#) or Dr. Ball's (of James Madison University) ["The Digital Storytelling/8 Key Questions"](#) assignment and rubric.

## Occasional Paper No. 52

### Advances, Contributions, Obstacles and Opportunities in Student Affairs Assessment

A. Katherine Busby & Robert W. Aaron

In this 52<sup>nd</sup> NILOA Occasional Paper, we asked the authors, after their Assessment Institute keynote session on this topic, to provide an update to our first occasional paper spotlighting student affairs assessment. This occasional paper explores the evolution of student affairs assessment practice over the past decade as practitioners press forward in the midst of a global pandemic. [Read more...](#)



## Assessment in Practice

### Using Chocolate Chip Cookies to Develop a Rubric for Assessing Non-Academic Units



# Assessment in Practice

## Using Chocolate Chip Cookies to Develop a Rubric for Assessing Non-Academic Units

Patty Q. Flowers & Stephanie Kolitsch  
University of Tennessee at Martin

April 2021

In 2015, the University of Tennessee at Martin was placed on probation by our accrediting body, SACSCOC, for our underdeveloped system of monitoring institutional effectiveness. UT Martin had just begun collecting assessment reports from non-academic (student affairs and academic support) units. The assessment cycle was still a foreign concept, and many staff members expressed emotions ranging from uncertainty to downright fear of repercussion when preparing assessment reports. After being placed on probation, we needed to collect three cycles of assessment reports prior to submitting our next monitoring report to SACSCOC, and we needed a quick way to provide feedback to these units so that they could improve their reporting with each cycle. We settled on a "yes/no" rubric that would indicate whether or not the information requested in the assessment reports (e.g., measurable goal, assessment tool, benchmark, use of data to inform decisions) was provided. If information was missing or was presented in a confusing way, we also provided comments as guidance for preparing the next assessment report. While not optimal, the yes/no rubric met our needs at the time, and UT Martin was removed from probation in 2016 (see Figure 1 on the next page).

Our next major report for SACSCOC, the Fifth Year Monitoring Report, was due in 2019. Since we had been on probation, we were also asked to provide a Follow-Up report to demonstrate that we were continuing to meet the standards addressed in our previous Monitoring Report. In the spirit of continuous improvement, we needed to raise our expectations for our assessment reports and develop a way to conduct a meta-analysis of the reports to provide an institution-wide perspective on the institutional effectiveness of our non-academic units. That meant we needed to develop a more sophisticated rubric for providing feedback to these units. To be effective and to get buy-in, we needed these units to participate in the development of the feedback rubric. However, most of the staff in these units had never used a rubric similar to the one we needed, much less developed one.

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**Patty Q. Flowers & Stephanie Kolitsch**

**University of Tennessee at Martin**

In this fun Assessment in Practice, the authors used chocolate chip cookies to develop and pilot a rubric for use within its academic units' program assessment reporting.

[Read more...](#)

## Assessment in Practice

**Coming in from the Wilderness: Using an Annual Faculty Symposium to Make Connections, Fête Excellence, and Build Capacity in Assessment**

**Joshua D. Potter**

**University of Kansas**

This Assessment in Practice showcases the adaptivity of the Student Learning Symposium (SLS), hosted annually by the University of Kansas Center for Teaching Excellence. [Read more...](#)

# Assessment in Practice

**Coming in from the Wilderness:  
Using an Annual Faculty Symposium to Make  
Connections, Fête Excellence, and Build  
Capacity in Assessment**

Joshua D. Potter  
University of Kansas

April 2021

The assessment of student learning is hard work, done best when its practitioners exist on a sort of Einsteinian cognitive plane. I am only just barely overstating the case. After all, consider the sorts of complex dynamics an instructor need hold in their mind when practicing assessment at its best and most impactful: the alignment of assignments with learning outcomes within a course (micro-level) as well as how to analyze the collected data and interpret the results; the implications for student learning both across course sequences and the degree program as a whole (meso-level) as well as how to connect productively and diplomatically with colleagues to address any shortcomings; and the role that department-level student learning plays both in the university's general education curriculum (macro-level) as well as any contributions to external processes such as accreditation, recruitment, or program review.

Add to this the weird ways in which assessment collides with recent pivots toward big data analyses and learning analytics; add to this increased imperatives to conduct assessment rightly and with justice; add to this the mounting anxiety that learning be conflated with program success and, as a result, program budgets and continuance. The coup de grâce is the persistent institutional reality that all of the above still falls with uncomfortable regularity to that archetypical "lone warrior" of assessment, the put-upon, short-straw-drawing colleague who shoulders the burden on behalf of the rest of us.

Against this backdrop, it is easy to lose sight of the narrative behind the actions—the driving why that justifies our efforts and explains our place in the complex web of initiatives at the course, department, and institution levels. Different universities solve (or do not solve) this conundrum in different ways, whether through launching muscular compliance initiatives that drive up faculty participation,

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## Case Study



## Using Your Sphere of Influence to Impact Culturally Responsive Assessment

Bridget G. Trogden, Ph.D.

Clemson University

The excellent occasional paper by Montenegro and Jankowski (2020) on *Equity and Assessment: Moving Towards Culturally Responsive Assessment* establishes the rhetoric and how-to's of change, as do the other guest responses. To address the collective work of better understanding our students, disaggregating our data, and

exploring policy changes (p. 4), we first need to examine our own roles and spheres of influence at our institutions. While this is collectively 'our work', it is also fundamentally 'my work'. We cannot expect to change the assessment ecosystem without also examining our own complicity in the structures of inequality. [Read more...](#)

## Excellence in Assessment

### Consider Applying for the Excellence in Assessment Class of 2021

The Excellence in Assessment (EIA) designation is now accepting applications for the 2021 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, 39 institutions have been recognized for their Excellence in Assessment and the 2020 designees will be celebrated. 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 3, 2021. To hear more about the EIA application and review process, please see [this recent webinar about the EIA designation](#) held during the 2020 Assessment Institute. [Read more...](#)

## Announcements

### **New Issue of *Research & Practice in Assessment* Available**

Check out RPA's recently published articles in Volume 16, Issue 1: [Experiential Learning Student Surveys: Indirect Measures of Student Growth](#); [Shifting from Alignment to Transformation: Crosswalk to Graduation Core Competency Development](#); and [The Next Ten Years: The Future of Assessment Practice?](#)

### **New *Change: The Magazine of Higher Learning* Issue Available**

The newest issue of [Change: The Magazine of Higher Learning](#) is now available (will need a subscription to access articles). Drs. Vasti Torres and Kristen A. Renn article "Is Metric-Centered Leadership Generating New Silos?" might be of interest to our audience, especially those working toward student-focused institutions.

### **Position Announcements at James Madison University**

The Center for Assessment and Research Studies (CARS) and the Department of Graduate Psychology at James Madison University (JMU) seek a new colleague to contribute to campus assessment activities and to the Assessment and Measurement PhD program, which is dedicated to preparing professionals in assessment and measurement. The position description can be found [here](#).

The University Career Center at James Madison University is seeking an Assistant Director for Assessment and Data Management. This position will organize and oversee all learning outcomes assessment efforts in the department, as well as career outcomes assessment and reporting, program evaluation, data analysis, and data dashboards. The position information can be found [here](#).

## Upcoming Conferences and Programs

April 8. Association of American Medical Colleges. [Building Better Curriculum Speaker Series](#).

\*Dr. Gianina Baker is a guest speaker on Equity and Assessment.

April 16. CourseHero. [Who's passing? Who's failing? An honest conversation about academic integrity](#).

\*Dr. Gianina Baker is a guest panelist.

April 19-20. [Assessment Network of New York \(ANNY\) Annual Conference: Assessment Refocused.](#)

Virtual.

April 20. UMBC Assessment 360 Conference.

\*Dr. Gianina Baker is the keynote.

April 20. Wichita State University Assessment Symposium.

\*Dr. Gianina Baker is the keynote.

April 20. [Call for Proposals Due: 2021 ASHE Conference.](#)

April 23. Austin Community College Teaching and Learning Academy.

\*Dr. Gianina Baker is the keynote.

April 28-30. 2021 [NISOD International Conference on Teaching and Leadership Excellence.](#)

Virtual.

April 28. Presidents Forum. Learners First Convening III: Reimagining Policy for Modern Learners.

\*Dr. Gianina Baker is a guest panelist for “Improving Policy by Listening to Learners”.

April 29-30. [Assessment Matters: Regional Community College Conference.](#)

Virtual.

April 30. University of Illinois at Chicago College of Nursing.

\*Dr. Gianina Baker will host a workshop.

May 3. 2021 Excellence in Assessment Designation Applications Due.

May 10-11. [5th Annual Higher Education Assessment Conference hosted by New England College.](#)

Virtual.

May 12. Seton Hall University Faculty Workshop.

\*Dr. Gianina Baker is the keynote.

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## NILOA May 2021 Newsletter

As we round out this spring semester of 2021, we hope you will take some time to reflect on your practice. At a keynote this past month, I asked the questions, “What’s your institutional assessment story, specifically during the pandemic?” and “With what you know now, what will you do differently?” How might your institution answer this question? If you and/or your institution has yet to reflect on this past year, perhaps you will take some time this summer to do just that. Mostly, we hope you come back refreshed and ready to provide needed learning opportunities that our students await.

In this May 2021 edition of the NILOA Newsletter, we release an occasional paper on student-faculty partnerships, share two Viewpoints—one on humanizing assessment and another that synthesizes two books on teaching, and an Assessment in Practice announcing the RARE Model, and concludes with announcements and information on forthcoming events. Be sure to check out the DQP 3.0 Corner too!

Lastly, we hope you'll join us in celebrating and honoring the stories of our Asian American Native American Pacific Islander colleagues. Check out this [Asian Pacific American Heritage month site](#) hosted by the Library of Congress!

### **DQP 3.0 Corner**

Interested in how the DQP came to





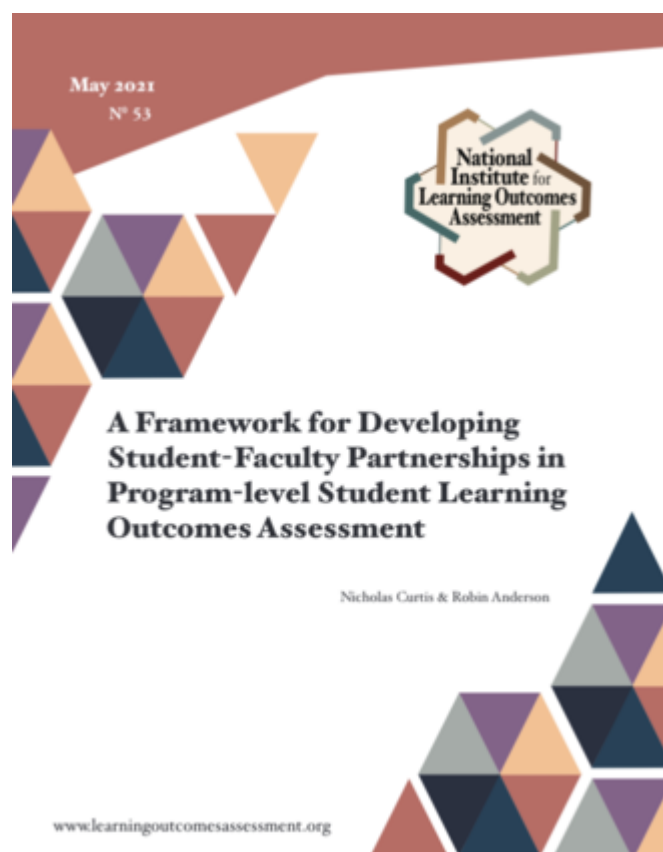
be? Check out this quick 2-pager, *The Birth and Growth of the DQP*, that explains its beginnings as we continue on with the revision process!

## Occasional Paper No. 53

### A Framework for Developing Student-Faculty Partnerships in Program-level Student Learning Outcomes Assessment

Nicholas Curtis & Robin Anderson

In our 53<sup>rd</sup> occasional paper, Nicholas Curtis and Robin Anderson not only define student-faculty partnerships, the authors also present a framework for developing student-faculty partnerships in program-level student learning outcomes assessment. [Read more...](#)

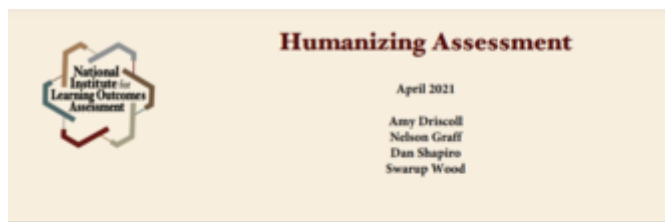


## Viewpoint

### Humanizing Assessment

Amy Driscoll, Nelson Graff,  
Dan Shapiro, & Swarup Wood

This Viewpoint highlights salient points of their upcoming book, *Advancing Assessment for Student Success: Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum,*



*and Co-curriculum in Collaboration With Our Colleagues and Our Students, to be released May 2021.*  
[Read more...](#)

#### Introduction

The title of this Viewpoint is a gift from Peggy Maki. Well over a year ago, in the long-ago days before COVID-19, the four of us authors decided we had something new to share about assessment. When our book, *Advancing Assessment for Student Success: Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum, and Co-curriculum in Collaboration With Our Colleagues and Our Students* (to be released with Stylus, May 2021) was done, we could not have been more thrilled that Peggy Maki agreed to write the Foreword. Our thrill increased exponentially the moment we read Peggy's words and realized they captured why our book was special to us and, we hope, will be to our readers:

Most important, this book achieves what, I believe, has always been our challenge: to humanize assessment—to uncover the challenges our individual students face and then develop or identify interventions, strategies, or practices to assist each student to persist and achieve along the trajectory of that individual's educational pathways.

The stories, examples, narratives, and conversations emerge from the text to share candid human experiences of success, struggle, exploration, and inquiry. Our readers have the opportunity to hear the voices of students, staff, faculty, and administrators expressing their discoveries, disappointments, and commitments. With us, the authors, they humanize assessment by helping us see that assessment is not just about numbers, it's about people.

Early in our writing we discovered two central themes influenced our thinking about assessment development and use of assessment: 1) creating connections across assessment, teaching, curriculum, and co-curriculum; and 2) collaborating with our colleagues (faculty, staff, administrators) and with our students for development and use of assessment. These themes—which became stronger as we wrote—are threaded throughout each chapter.

The book begins with a chapter describing what we see as major "currents" influencing the practice and use of assessment in higher education: the need to 1) make assessment more equity-minded; 2) strengthen our ability to use assessment to improve student learning and success (i.e., "close the loop"); 3) integrate assessment with professional development; 4) create better assignments and rubrics; 5) more intentionally use assessment to design and improve curricula; and 6) pay more attention to communication and transparency in assessment.



## Viewpoint

### The Slow Pace of Change: Two Histories of Teaching and Learning in U.S. Colleges and Universities

**Robert Hampel**  
**Kevin R. Guidry**  
**University of Delaware**

This Viewpoint synthesizes Scott Gelber's *Grading the College: A History of Evaluating Teaching and Learning* and Jonathon Zimmerman's *The Amateur Hour: A History of College Teaching in America* for faculty and assessment practitioners. [Read more...](#)



How fortunate that Johns Hopkins University Press recently added these two books to its impressive offerings in higher education scholarship: Scott Gelber's (2020) *Grading the College: A History of Evaluating Teaching and Learning* and Jonathon Zimmerman's (2020) *The Amateur Hour: A History of College Teaching in America*. Each volume rests on exhaustive archival research and together they fill large gaps in the literature on the historical development of teaching and learning in U.S. colleges and universities.

Evaluations of college teaching and learning developed slowly. Until the second half of the twentieth century, the instructor's personality seemed to matter more than any other consideration. But there was no consensus on which admirable personal traits mattered most or which instructional strategies correlated with student learning. Vague terms like "good manners and general civility" or "a thorough gentleman" (Gelber, 2020, p. 28) appeared in letters of recommendation (so did comments on the candidate's spouse). As one investigator concluded in 1932, "good teaching is a matter of men rather than of method" (Zimmerman, 2020, p. 105).

For Zimmerman, the heart of the story is in the word *amateur*. Most faculty and administrators did not think schools of education or departments of psychology could shed much light on the idiosyncratic craft of teaching. The research on elementary and secondary school teaching yielded no breakthroughs, the skeptics argued, so praise for the science of education was hyperbole. Why bother training graduate students to teach? Anyone smart enough to finish a good dissertation would be able to figure out what to do in class. It is no wonder that the periodic calls for a new doctoral degree for college faculty uninterested in research rarely won much support.

Both authors credit college newspapers for taking the lead on course evaluations. Questionnaires yielded both quantitative and qualitative profiles of dozens of courses, sometimes published in separate pamphlets. Some students used those documents to find easy courses but many used them to avoid dreary electives. Rarely did the faculty run their own parallel course evaluations (and when they did they were often optional and not used for promotion or annual review). By the late 1960s, pressure from student activists for mandatory course evaluations had increased to the point that most colleges accepted them as a low-cost, high-reward response to the tumultuous protests and student demands of the late 1960s. The greater importance of research for faculty careers remained in place, but at least there was an unprecedented acknowledgement that student views should be heard.

The new field of standardized testing sparked much excitement in the 1920s. Tests created by experts seemed less biased and more rigorous than teacher-made exams and many colleges began using external tests for

## Assessment in Practice

## Working Collaboratively with Multidisciplinary Groups of Faculty: Applying the RARE Model to General Education Assessment

Gina B. Polychronopoulos,  
Ph.D.  
Cari Gochenouer, Ed.D.  
Emilie Clucas Leaderman,  
Ed.D

In this Assessment in Practice, the authors lay out their RARE Model (Relate, Acknowledge, Reflect, Empower), “a strengths-based framework of relationship-oriented strategies for higher education assessment practitioners” working with General Education. [Read more...](#)

## Assessment in Practice

Applying the RARE Model to General Education Assessment:

Working Collaboratively with Multidisciplinary Groups of Faculty

Gina B. Polychronopoulos, Ph.D.  
Cari Gochenouer, Ed.D.  
Emilie Clucas Leaderman, Ed.D.

May 2021

### Introduction

In recent years, there is a growing trend of support in higher education assessment for institution-wide collaboration between faculty, staff, and students to improve the student learning experience holistically. Engaging faculty in institution-wide collaborations surrounding student learning is a key component of the assessment process (Kinzie, Jankowski, & Provezis, 2014; Rickards & Stitt-Bergh, 2016; Smith, 2013). Assessing General Education programs presents unique interpersonal tasks, such as forming faculty committees or learning communities, initiating conversations with faculty from a variety of disciplines, and educating faculty who may not understand the purpose and value of General Education as a whole (Suskie, 2009). Higher education assessment professionals who are new to the field may find these collaborative efforts challenging, particularly when engaging with faculty who may not be supportive of assessment, with little guidance in the assessment literature on how to build and strengthen relationships in interdisciplinary group settings.

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## Announcements of Partner Organizations

### Council for the Advancement of Standards in Higher Education (CAS) Podcast Available

Check out the most recent [Student Affairs Now](#) podcast on student learning assessment, more specifically the second edition of the Frameworks for Assessing Learning and Development Outcomes (FALDOS) released in March 2021, featuring Dan Bureau, Nicole Long (SAAL), and the authors of the FALDOS - Darby Roberts and Patrick Biddix.

Want to stay up-to-date with CAS? Sign up to receive CAS updates about standards revisions, new releases, and other efforts [here](#). You can also connect with CAS via [Facebook](#), [Twitter](#), [Instagram](#), and its [YouTube Channel](#).

### NILOA signs Higher Learning Advocates (HLA) letter on students mental health

HLA and other partner organizations recently signed a letter sent to US Education Secretary Cardona advocating for HEERF funds to be used to support students' mental health.

## **Student Opportunity Center Newsletter**

Interested in learning more of how to scale quality experiential learning and high-impact practices? Sign up for SOC's newsletter [here](#).

## **Position Announcement: Director of Teaching and Learning, York College of Pennsylvania**

York College invites applications for the position of Director of Teaching and Learning. The successful candidate will be a recognized leader in innovation in offering faculty development in high impact practices. The Director of Teaching and Learning will report directly to the Provost and will be a member of the Provost's Council. More information can be found [here](#).

## **Upcoming Conferences and Programs**

May 13-14. [2021 Joint Convening of the HBCU STEM Undergraduate Success Research Center \(STEM-US\) and the HBCU Collaborative for Excellence in Educational Quality Assurance \(CEEQA\)](#).

\*Dr. Gianina Baker will present a session on Friday with Dr. Melanie Wicinski (FAMU) .

May 18. [Weave Academy Workshop – Assessing General Education: A Practical Approach](#).

Virtual. 12-3 pm CST.

May 20. [International Association of Student Affairs and Services \(IASAS\) Webinar: Global Student Affairs and Services in the Context of COVID-19](#).

Virtual. 9 am CST.

May 20. Kingsborough Community College.

\*Dr. Gianina Baker will be the keynote speaker.

May 25-28. [2021 AIR Forum](#).

Virtual.

June 7-11. [2021 Association for the Assessment of Learning in Higher Education \(AALHE\) Conference](#).

Virtual.

\*Dr. Gianina Baker will be presenting a Live Session, *Making Sense of It All: The Many Roles of Evidence-Based Storytelling*, with Dr. Natasha Jankowski on June 9 at 2:45 pm CST.

June 8. [ACPA Student Affairs Assessment Institute](#).

Virtual. 12-5 pm EST.

June 9-11. [ASCN Transforming Institutions Conference.](#)  
Virtual.

June 15. [ACPA Student Affairs Assessment Institute.](#)  
Virtual. 12-5 pm EST.

June 22. [ACPA Student Affairs Assessment Institute.](#)  
Virtual. 12-5 pm EST.

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## NILOA June 2021 Newsletter

School's out for summer! (Did you find yourself singing too?) We also recognize that some faculty and staff are still teaching and in the midst of summer courses, working hard to keep learners engaged. We hope that this month's content is refreshing, reaffirming, and also engaging for you.

In this June 2021 edition of the NILOA Newsletter, we release an occasional paper on the applications of an assessment skills framework for practitioners, our first DQP 3.0 blog on employability, an equity response on culturally responsive assessment, intersectionality, and AAC&U's VALUE rubrics, and concludes with announcements and information on forthcoming events.

### DQP 3.0 Corner



As we look to revise the DQP, join the original co-authors as they answer the following questions in blog form: (a) Are there ways in which the DQP might (should?) be updated to make it more relevant to the present?; (b) Should the DQP be reconfigured or reformatted to make it more appealing and accessible? Are there elements of the DQP that might be retired? Others that should be added?; and (c) Based on your



experience, what advice would you have regarding the roll-out of the next iteration?

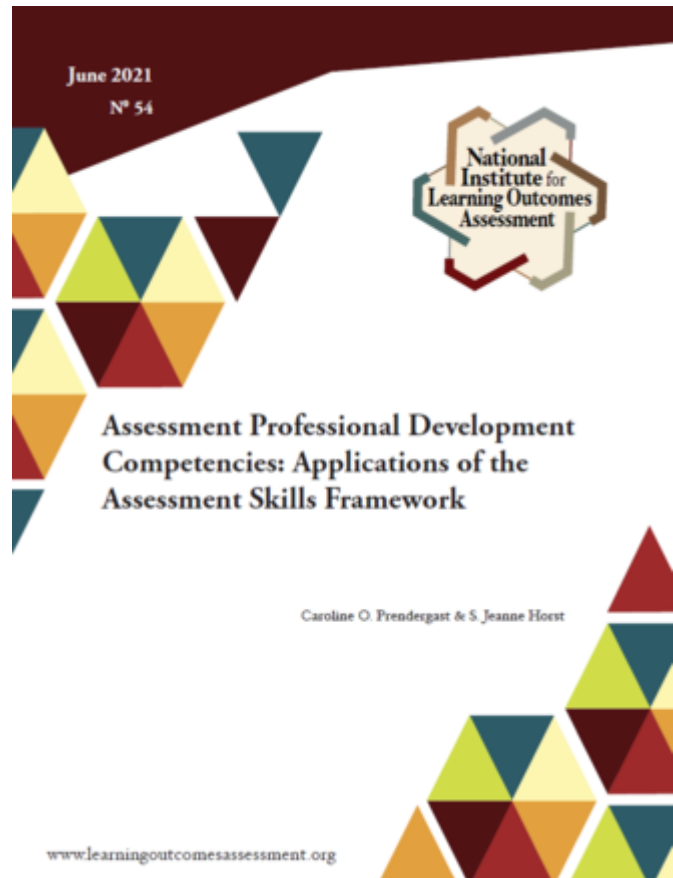
Read our first guest blog written by Paul L. Gaston, Consultant to the Lumina Foundation, on "[The DQP and the Emphasis on Employability.](#)"

## Occasional Paper No. 54

### Assessment Professional Development Competencies: Applications of the Assessment Skills Framework

Caroline O. Prendergast & S.  
Jeanne Horst

In this 54<sup>th</sup> occasional paper, Caroline Prendergast and Jeanne Horst present a set of learning objectives, or competencies, for assessment professionals as well as the potential benefits of such work to the field of assessment. [Read more...](#)

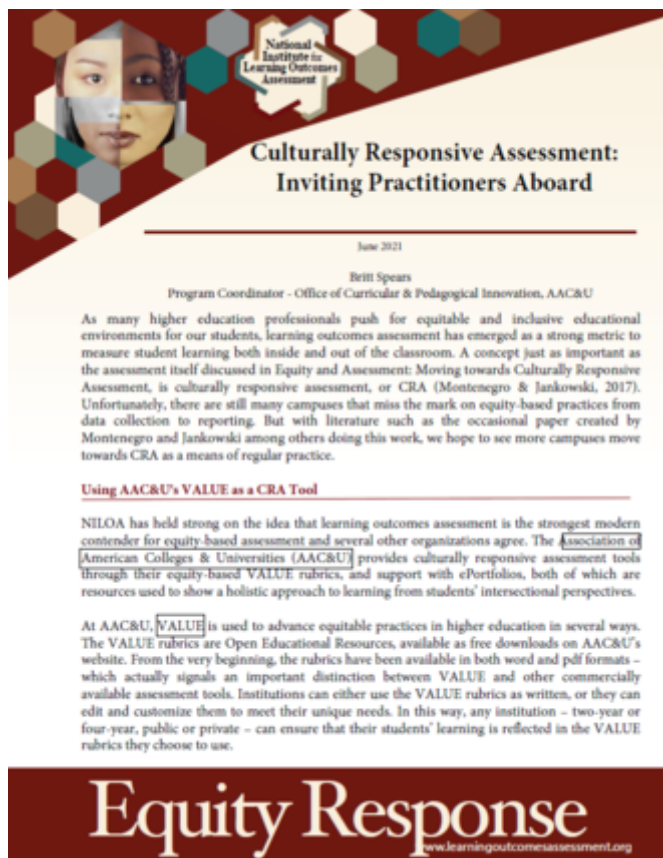


## NILOA Equity Response

### Culturally Responsive Assessment: Inviting Practitioners Aboard

**Britt Spears**  
Program Coordinator - Office  
of Curricular & Pedagogical  
Innovation, AAC&U

As many higher education professionals push for equitable and inclusive educational environments for our students, learning outcomes assessment has emerged as a strong



metric to measure student learning both inside and out of the classroom. NILOA has held strong on the idea that learning outcomes assessment is the strongest modern contender for equity-based assessment and several other organizations agree. The Association of American Colleges & Universities (AAC&U) provides culturally responsive assessment tools through their equity-based VALUE rubrics, and support with ePortfolios, both of which are resources used to show a holistic approach to learning from students' intersectional perspectives. [Read more...](#)

## Announcements of Partner Organizations

### New Edition of Assessment Update Released

The May/June 2021 edition of [Assessment Update](#) is available (*subscription needed to access*)! Among the many useful articles, we highlight “Uncovering Equity in Everyday Assessment Practice” co-authored by Gavin Henning, Ciji A. Heiser, Anne E. Lundquist, & Annemieke Rice, and “Learning from Students: Increasing Agency and Improving Assessment” co-authored by Karen E. Singer-Freeman, Jhazmine Smith, Scott T. Fitzgerald, & Christine Robinson. Don't forget to also read the NILOA Perspectives column where the co-editors discuss our recently released book, “Student-Focused Learning and Assessment: Involving Students in the Learning Process in Higher Education”, available through Peter Lang Publishing.

### Latest Research & Practice in Assessment Article Published

Check out RPA's most recently released article, “Considering the Effects of Assignment Choices on Equity Gaps”, written by Harriet T. Hobbs, Karen E. Singer-Freeman & Christine Robinson, located within Volume 16, Issue 1.

### New Leading Improvements in Higher Education Podcast Episodes Available

Season 1, Episodes 21 and 22 are now available on the [Assessment Institute podcast series](#). Listen to “Technology's Role in Supporting Assessment

Activities” with Watermark and their clients as well as “Leadership Perspectives” with President Richard Dunsworth, University of the Ozarks.

### **Grand Challenges in Higher Education Assessment Press Release/Update**

The [Grand Challenges in Higher Education Assessment Project](#) brought together over 100 administrators, faculty, and students to create plans to address compelling challenges facing higher education assessment which are: 1. Using assessment findings to increase equity; 2. Using assessment findings to direct immediate pedagogical improvement; and 3. Producing visible and actionable assessment findings that drive innovation and improvement. Find the press release [here](#).

With endorsements from ten organizations who seated representatives on a leadership team, working groups with broad membership have created [strategic plans](#) to direct national and local improvements in these areas. We are excited to launch plan implementation with several kickoff events (apply to join an implementation team or join our mailing list [here](#)). To read more about this work, please see the special issue of [Intersection: A Journal at the Intersection of Assessment](#) where you can find articles addressing the Grand Challenges.

### **Student Affairs Assessment Leaders Podcast**

Launched this year, the SAAL podcast, titled, [SAAL Assessment Shared Stories \(SASS\)](#) continues to serve as an audio-narrative space to share assessment strategies, stories and thoughts on Student Affairs assessment and research. With a focus on inquiry, we invite ALL voices with the goal to as a community develop solutions, provide support and continue to inspire one another to advance the field of Student Affairs assessment. Find the stories on [Spotify](#), [Apple](#) Podcasts or wherever you listen to your podcasts. You can also access the RSS feed here: <https://feeds.buzzsprout.com/1492510.rss>.

### **Democracy & Assessment Webinar Series**

As a wrap-up to AEFIS’ Democracy & Assessment webinar series, you may want to read Dr. Dena Pastor’s blog on “[When Civic Engagement Gets Political](#).” To access the entire webinar series, please click [here](#) and join the community (free).

### **Free Student Affairs Escape Room Activity**

Dr. Peggy Holzweiss has teamed up with StudentAffairs.com to present an [Escape Room](#) that you and your students will find to be entertaining, fun and educational during these summer months. Prepare yourself for a virtual experience full of puzzles to solve, codes to crack, and clues to discover. The

storyline is based on the Charles Dickens classic, *A Christmas Carol*, and incorporates a number of timely higher education issues.

### **New Issue of *Liberal Education* Now Available**

AAC&U's Spring 2021 issue of *Liberal Education*, themed Perceptions of the Value of Higher Education, was just released.

### **Job Announcements**

#### **Position Announcement: Data Coordinator and Analyst at University of Illinois Urbana-Champaign**

The Career Center at Illinois is expanding their data team! Please see the announcement for our newly-created **Data Coordinator and Analyst** position [here](#). The position is located within The Career Center and contributes to projects that have campus-wide reach. This individual will play a lead role in collecting, analyzing, interpreting, and reporting campus-wide graduate outcomes data for the [Illini Success Initiative](#), as well as contribute to project coordination and communication efforts across campus. The application deadline is June 27, 2021.

#### **Position Announcement: Senior Career Services Research Analyst at University of Southern California**

The USC Career Center is seeking a Senior Career Services Research Analyst professional to collect data on students and alumni, perform data analytics to better understand outcomes, and communicate value and opportunities for improvement to campus and external stakeholders. The incumbent will provide leadership and perform all necessary functions related to the collection, interpretation, and use of institutional data, including post-graduation destination data, for planning, assessment, and decision making. Apply today at [USC Careers](#).

#### **Position Announcement: Director, Competencies & Credentials at Corporation for a Skilled Workforce**

CSW is seeking a Director – Competencies & Credentials to join our team to lead, develop, and manage CSW's portfolio of work centered on expanding dramatically the use of competencies and non-degree credentials within learning and talent management systems to increase economic mobility for low-wage workers and address racial disparities. Please see the description [here](#).

CSW is making a long-term commitment to accelerating and scaling the use of competencies in practice and in transforming credentialing as we see this body of work central to improving equity in educational and employment outcomes. The application deadline is July 12, 2021.

## **Position Announcement: Assistant Director of Assessment at Christopher Newport University**

Christopher Newport University is seeking to fill an open position on their assessment team. In consultation with the Director of Assessment and the Office of the Provost, the Assistant Director assists in the direction of an ongoing university-wide evaluation process that identifies and assesses expected outcomes across academic, administrative, and student support units in line with the institutional mission and gathers evidence detailing the resulting improvements in institutional quality. Deadline to apply is June 20, 201. Please see the description [here](#).

## **Upcoming Conferences and Programs**

June 22. [ACPA Student Affairs Assessment Institute](#).  
Virtual. 12-5 pm EST.

June 23. TxAHEA Webinar: [Co-Curricular Assessment – Not just for Student Affairs](#).  
Virtual. Free.

June 24-25. [ExamSoft Conference: Resilience Through Technology: Exploring Digital Transformation](#).  
\*Dr. Gianina Baker will be a keynote speaker.

June 30-July 2. [2021 Assessment in Higher Education \(AHE\) Conference](#).  
Virtual.

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## NILOA July 2021 Newsletter

Friends,

This month's newsletter is kind of like summer for many of us, short and sweet. We hope you enjoy this lite July edition as we use this time to prepare upcoming content. In this edition, you'll find our second DQP 3.0 Corner blog on democracy and the DQP and concludes with announcements from partner organizations and information on forthcoming events.

### DQP Corner 3.0



As we look to revise the DQP, join the original co-authors as they answer the following questions in blog form: (a) Are there ways in which the DQP might (should?) be updated to make it more relevant to the present?; (b) Should the DQP be reconfigured or reformatted to make it more appealing and accessible? Are there elements of the DQP that might be retired? Others that should be added?; and (c) Based on your experience, what advice would you have regarding the roll-out of the next iteration?

Our second blog, "[With Democracy Under Siege, Civic Know-How Becomes Crucial](#)," written by Carol Geary Schneider, President Emerita, AAC&U, Consultant, Lumina Foundation and Senior Advisor for Civic Learning and Democracy Engagement, College Promise, is now available.

In case you missed it, read our first guest blog written by Paul L. Gaston, Consultant to the Lumina Foundation, on "[The DQP and the Emphasis on Employability](#)."

### Announcements from Partner Organizations

#### **New Book Released-*Exemplars of Assessment in Higher Education: Diverse Approaches to Addressing Accreditation Standards***

Check out this new book, [\*Exemplars of assessment in higher education: Diverse approaches to addressing accreditation standards\*](#), edited by Jane Marie Souza and Tara A. Rose. Co-published between Association for the Assessment of Learning in Higher Education (AALHE) and Stylus Publishing. Use code EXAS20 to get 20% off this title, plus Free Standard Shipping.



A short description of the book follows and ends with an endorsement from NILOA that was included.

Colleges and universities struggle to understand precisely what is being asked for by accreditors, and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors.

This compendium gathers examples of assessment practice in twenty-four higher education institutions: twenty-three in the U.S. and one in Australia.

All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas: assessment in the disciplines, co-curricular, course/program/institutional assessment, equity and inclusion, general education, online learning, program review, scholarship of teaching and learning, student learning, or technology. These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature.

**NILOA Endorsement:** “The authors emphasize the notion that there is no one right way to do assessment with the breadth of institutional examples featured in this book. Tackling the tension of accountability and improvement head-on, the editors allow each institution to lay bare their own institutional assessment story and discuss future directions of assessing student learning within their context. By collaborating with accreditors to spotlight institutions with effective assessment approaches, AALHE might just be on to something—envisioning accreditors as partners in this work.” ~Gianina Baker - Acting Director, National Institute for Learning Outcomes Assessment (NILOA)

### **Position Announcement: Director for Assessment, Research, and Strategic Priorities, University of Maryland, Baltimore County**

The Division of Student Affairs at the University of Maryland, Baltimore County is seeking applicants for its Director for Assessment, Research, and Strategic Priorities. To learn more about the position click here (<http://listings.umbc.edu/cw/en-us/job/493409?l=ApplicationSubSourceID=11479>). For best consideration, please apply by Friday, July 16, 2021.

### **SAAL Podcast Released: 5 Faces of Assessment**

Take time to hear from Dr. Gianina Baker, *Assistant Director, NILOA, National Institute for Learning Outcomes Assessment*, Dr. Cindy Cogswell, *Director of Assessment & Strategic Planning Division of Student Affairs and adjunct instructor, Ohio University*, Dr. Marjorie Dorime'-Williams, *Assistant Professor, Educational Leadership & Policy Analysis, Department of Educational Leadership and Policy Analysis, University of Missouri – Columbia*, moderated by Dr. Pamelyn Shefman, *Executive Director, Institutional Effectiveness and Research at Alvin Community College* on the 5 faces of assessment and what our next steps should be to move assessment forward.

### **Grand Challenges Project Call for Participation**

The Grand Challenges in Higher Education Assessment Project brought together over 100 administrators, faculty, and students to create plans to address compelling challenges facing higher education assessment. With endorsements from ten national organizations, working groups created strategic plans to direct national and local improvements. We are now forming implementation teams to direct progress in seven implementation areas:

#### **Equity**

- Promote existing & create new equitable assessment practices
- Engage with existing structures to increase equity

#### **Innovation**

- Advance innovative approaches to institutional excellence
- Advance innovative approaches to making assessment findings actionable
- Advance innovative approaches to making assessment findings visible

#### **Pedagogy**

- Improve measurement of student learning over time

- Increase use of assessment to guide rapid and equitable improvements in learning

Implementation teams will bring together assessment professionals, faculty, and students from across the country to work on important issues in our field. To join an implementation team please complete a brief application here: [https://docs.google.com/forms/d/e/1FAIpQLSenmN\\_fvMmSrWBIco9R3pNFVLg14C9fZjS7OTvNjiwbHEmwyg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSenmN_fvMmSrWBIco9R3pNFVLg14C9fZjS7OTvNjiwbHEmwyg/viewform)

### **Invitation to Participate in Equity-Centered Assessment Survey**

One of the emergent topics in assessment is its intersection with equity. This intersection goes by various names including socially-just assessment, culturally responsive assessment, equity-minded assessment, equity-centered assessment, and others.

To improve our collective work in this area, it is helpful to document what this intersection of equity and assessment looks like across colleges and universities. To that end, a coalition of a number of organizations have come together support the administration of the [Equity-Centered Assessment Landscape Survey](#).

Project partners include ACPA-College Student Educators International, Anthology, Association for Assessment of Learning in Higher Education (AALHE), the Assessment Institute, the Association for Institutional Research (AIR), the Canadian Association of College and University Student Services (CACUSS), the Council for the Advancement of Standards in Higher Education (CAS), NASPA-Student Affairs Professionals in Higher Education, and Student Affairs Assessment Leaders (SAAL).

We encourage every higher education professional doing any level of assessment to complete the survey as we want representation from a broad set of individuals. The goal is to understand what individuals are doing in regard to equity in assessment, not what institutions are necessarily doing so please complete the survey thinking of your practice, not your institution's. There are no right or wrong answers, so please be honest in your responses. The survey can be accessed by visiting: <https://baseline.campuslabs.com/a/equitycenteredassessmentlandscape>

Data collection will end on July 31. Results will be shared through various channels in the fall. Please take a few minutes to share your input regarding equity and assessment.

### **The Learning-Analytics Research Collaborative (LRC) Recordings Available**

The Learning-Analytics Research Collaborative (LRC) is a multi-institutional project to study and support the use of analytical data to improve teaching, learning, student success, and assessment. Led by Indiana University Bloomington, which began its own Student Learning Analytics Fellows Program in 2015, participating Bay View Alliance (<https://bayviewalliance.org/>) institutions are undertaking their own versions of a Learning Analytics Fellows Program. The program engages faculty in the use of Learning Analytics as they conduct scholarly research about their students at the course, program, and institutional levels.

Like the assessment movement, the LRC aims to develop a culture that values and empowers individuals and units to make data-informed decisions—and to support faculty in making connections between student performance and retention in their own classes and the fuller pathways students take on their journey toward graduation.

Each year Indiana University Bloomington, in conjunction with the LRC, sponsors an annual Learning Analytics Summit, exploring the theory and practice of the learning analytics movement. The 2021 summit, "Data-Informed Stories, Transformational Journeys," included keynote speakers George Siemens (University of Texas), Caroline Bennett and Andrea Follmer Greenhoot (University of Kansas), and Michael Dennin (University of California Irvine). Approximately 384 participants from 10 different countries and 137 different institutions attended the three-day virtual event.

Recordings from all the summit sessions are now available at Indiana University's Center for Learning Analytics and Student Success (CLASS) website (<https://class.indiana.edu/events/class-lasummit.html>). If you would like to stay informed about LRC publications, events, and collaborations, you are welcome to join our listserv. Simply send a request to [classiub@iu.edu](mailto:classiub@iu.edu).

### **Contact**

George Rehrey  
Inaugural Director, Center for Learning Analytics and Student Success  
[grehrey@indiana.edu](mailto:grehrey@indiana.edu)

## OCCRL Network News Available

Check out the July 1 edition of the Office of Community College Research & Leadership's News [here](#).

## Upcoming Events

[2022 AERA Call for Proposals](#).

\*Due July 20

(AEFIS) Meet Our Partners Series—[Manageability and Sustainability: Curating Resources for Today's Assessment Professionals](#)

July 22. 2:00 PM ET.

(AEFIS) Lightning Talk Series— [Author Spotlight: "Exemplars of Assessment in Higher Education—Diverse Approaches to Addressing Accreditation Standards"](#)

July 29. 2:00 PM ET.

NEean Webinar: [What Does it Mean to be Competent in Diversity, Equity, and Inclusion?](#)

August 4. 1-2 pm EST.

NEean Webinar: [Applying Indigenous Knowledge Systems for Equity-Centered Assessment](#).

August 11. 1-2 pm EST.

[learningoutcomesassessment.org](https://learningoutcomesassessment.org)

[Unsubscribe](#)

[Click here to see this online](#)



## NILOA August 2021 Newsletter

Friends,

Welcome back, welcome back, welcome back! It wasn't that long ago that we wished for a safe, restful summer for each of you. This fall is certain to bring unforeseen challenges but if we've learned anything this past year, it's that we have resolve. Let's work through this next year, together.

In this August 2021 edition of the NILOA Newsletter, we announce the 2021 Excellence in Assessment Designees, release an occasional paper on ePortfolios at LaGuardia Community College and an accompanying Assessment in Practice providing further detail on using ePortfolios within LaGuardia's Occupational Therapy Assistant Program, our third DQP 3.0 blog on the DQP and online/asynchronous instruction with an afterword on Cliff Adelman written by the other 3 DQP authors, and concludes with announcements and information on forthcoming events.

### **Excellence in Assessment Designation**



## **Seven Colleges & Universities Named as 2021 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).

Five institutions were awarded the 2021 Sustained Excellence in Assessment designation for maintaining integrated institution-level student learning outcomes assessment for five or more years. In fact, these five institutions applied in 2016 and have sustained excellence in 2021!:

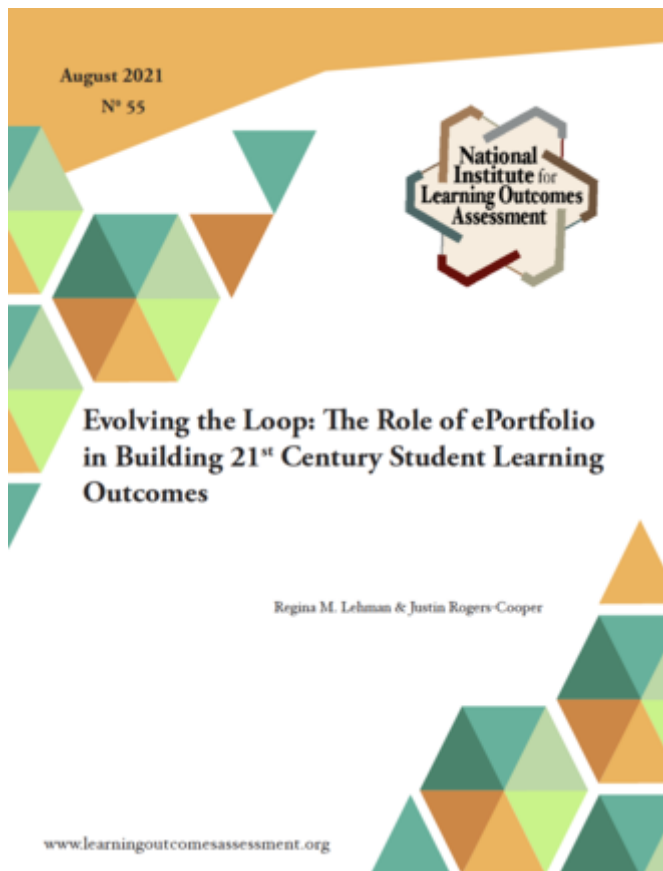
- Cameron University
- Capella University
- Community College of Baltimore County
- IUPUI
- Rose-Hulman Institute of Technology

Two institutions were awarded the 2021 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:

- California State University-East Bay
- Whatcom Community College

Congratulations to all of our 2021 Excellence in Assessment Designees!

## Occasional Paper No. 55



### **Evolving the Loop: The Role of ePortfolio in Building 21st Century Student Learning Outcomes**

Regina M. Lehman and Justin Rogers-Cooper

In our 55<sup>th</sup> occasional paper, Regina M. Lehman and Justin Rogers-Cooper explore the use of ePortfolios in advancing general education outcomes assessment. By highlighting the recent redesign of its college's learning outcomes assessment process, also internally known as "Evolving the Loop", LaGuardia Community

College is using its assessment approach centering ePortfolios to support 21<sup>st</sup> century student learning outcomes. [\*\*Read more...\*\*](#)

## Assessment in Practice

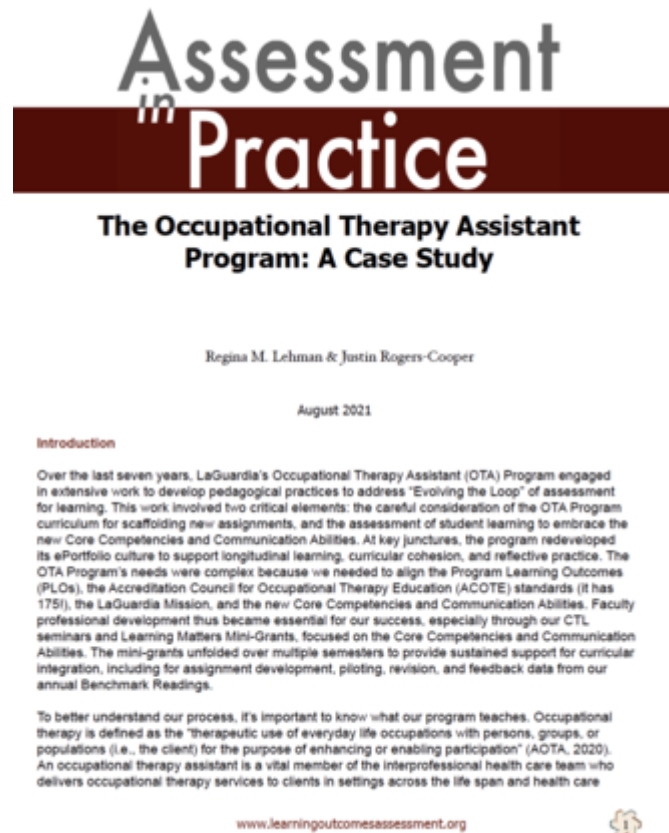
### **The Occupational Therapy Assistant Program: A Case Study**

Regina M. Lehman and Justin Rogers-Cooper

In a companion piece to Occasional Paper 55, Regina M. Lehman and Justin Rogers-Cooper,



LaGuardia Community College, discuss how its Occupational Therapy Assistant Program worked to “Evolve the Loop” through reflection and redevelopment of ePortfolios to support student learning and curricular cohesion. [Read more...](#)



## DQP Corner 3.0



As we look to revise the DQP, join the original co-authors as they answer the following questions in blog form: (a) Are there ways in which the DQP might (should?) be updated to make it more relevant

to the present?; (b) Should the DQP be reconfigured or reformatted to make it more appealing and accessible? Are there elements of the DQP that might be retired? Others that should be added?; and (c) Based on your experience, what advice would you have regarding the roll-out of the next iteration?

Read our third guest blog on "[The DQP and Online/Asynchronous Instruction](#)" written by Peter T. Ewell, NCHEMS and NILOA Senior Scholar. See the previous two blogs: 1. "[With Democracy Under Siege, Civic Know-How Becomes Crucial](#)," written by Carol Geary Schneider, President Emerita, AAC&U, Consultant, Lumina Foundation and Senior Advisor for Civic Learning and Democracy Engagement, College Promise; and 2. "[The](#)

[DQP and the Emphasis on Employability,](#) written by Paul L. Gaston, Consultant to the Lumina Foundation.

Also, we are asking you to share tools that you found useful in implementing the DQP at your institution. Please email us at [niloa@education.illinois.edu](mailto:niloa@education.illinois.edu) and let us know what's working!

## Announcements from Partner Organizations

### **NASPA Excellence Awards: Assessment, Persistence, Data Analytics, and Related**

Interested in reviewing proposals for NASPA's Excellence Awards this year? If so, see the application for reviewers [here](#) (make sure to select the following category: Assessment, Persistence, Data Analytics, and Related. Applications are due August 24<sup>th</sup>.

If interested in actually applying for the award, you can find the nominations/applications [here](#). Applicants do not have to be NASPA members when applying, but must be members by the time the awards are conferred in March 2022.

## Upcoming Events

August 18. [\(AEFIS\) "Assessment: The Musical!"—Episode 14 Making Change Happen.](#)

Virtual. 1:00-1:45PM central.

September 1. UC Davis Symposium on Assessment of Student Learning.  
**\*Dr. Gianina Baker will present a keynote session.**

September 8-10. [8th Annual Drexel Assessment Conference.](#)

Dr. Gianina Baker will be present at the Drexel 2021 Virtual Assessment Conference Professional Association Networking Event, 4:00PM central.

[learningoutcomesassessment.org](https://learningoutcomesassessment.org)

[Click here to see this online](#)

## NILOA September 2021 Newsletter

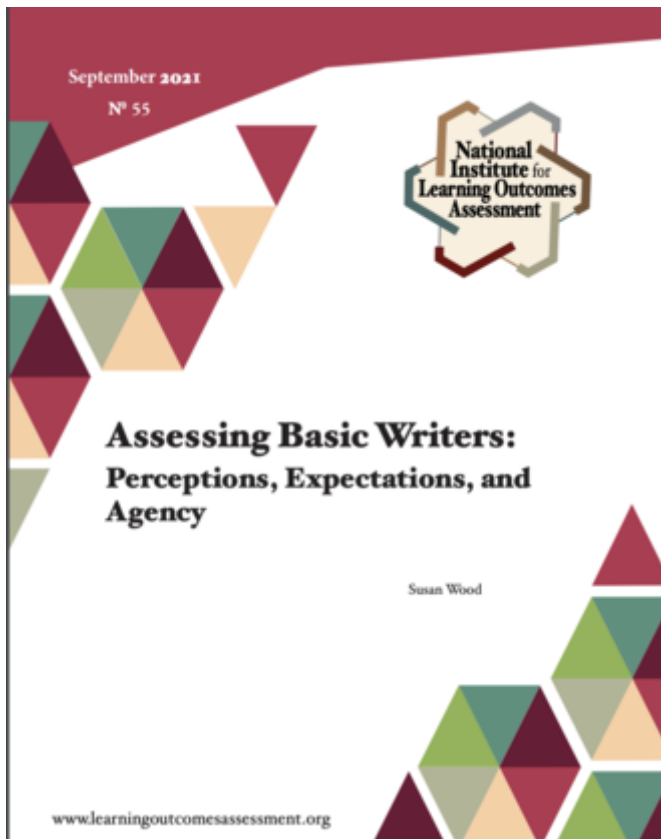
Today is September 15 and marks the beginning of **Hispanic Heritage Month**. We hope you'll join in celebrating the many achievements and colleagues of our Hispanic colleagues over the next month and on! If you don't know where to start, seek out why it starts in the middle of the month.

In the September 2021 edition of the NILOA Newsletter, we release our 56th occasional paper on student agency and writing, a call for DQP tools, and concludes with many announcements from our partner organizations and information on forthcoming events.

### **Occasional Paper No. 56**

**Assessing Basic Writers:  
Perceptions, Expectations, and  
Agency**

Susan Wood



In this 56<sup>th</sup> NILOA Occasional Paper, Susan Wood explores student agency in the writing process and argues that instructors will need to design their courses—including those that use remote teaching technologies—in ways that strengthen individualized student-to-teacher interaction and see students as individuals with unique strengths, challenges, and perceptions. [Read more...](#)

## DQP Corner 3.0



As we look to revise the DQP, we ask that you share tools that you found useful in implementing the DQP at your institution. Please email us at [niloa@education.illinois.edu](mailto:niloa@education.illinois.edu) and

let us know what's working!

## Announcements from Partner Organizations

### 2021 Assessment Institute

If you haven't registered already, be sure to join us and thousands of assessment professionals, faculty, and staff at the oldest and largest higher education event in the United States focused on assessment and improvement—[the 2021 Assessment Institute](#). The Institute is virtual and registration is free!

## **CAS Announces New President**

Ralph Johnson, PhD. (Washington Adventist University) assumed the role of President of the Council for the Advancement of Standards (CAS) effective September 1. After serving as President Elect since September 2020, Dr. Johnson will lead the organization through August 2023. He replaces Dan Bureau, PhD. (Louisiana State University) who served in the role from September 2019. Per its mission, "CAS advances student learning and success through uniting higher education associations in the use of professional standards for the development, assessment, and improvement of quality programs, and services". CAS is invested in supporting efforts to more strongly infuse student learning outcomes across the cocurriculum.

## **CAS Resources Available**

Earlier this year, the organization launched its 2021-2023 strategic framework with the vision of "Empowering higher education professionals to enhance student learning, development, and success" and focused on five areas of performance: Diversity, Equity and Inclusion, Governance and Infrastructure, Relationship Enhancement, Products and Services, and Marketing and Communications. The CAS Executive Director, Doreen Murner, can address any questions you may have about the use of CAS and can be contacted at [executive\\_director@cas.edu](mailto:executive_director@cas.edu). Dr. Johnson may be accessed for CAS matters through [rjohns1706@gmail.com](mailto:rjohns1706@gmail.com).

## **NASPA Excellence Awards: Assessment, Persistence, Data Analytics, and Related**

If interested in applying for the NASPA Excellence Award: Assessment, Persistence, Data Analytics, and Related, please find the nominations/applications [here](#). Applicants do not have to be NASPA members when applying, but must be members by the time the awards are conferred in March 2022. Nominations are due on October 15, 2021.

## **Position Announcement: Director of Assessment Systems and University Accreditation**

The Office of Assessment and Accreditation (OAA) at the University of North Carolina at Charlotte is seeking candidates to apply for the Director



of Assessment Systems and University Accreditation. The OAA is an innovative, dynamic, centralized Office whose members provide exemplary leadership at the national, state, and local levels in student learning outcomes assessment, student success research, professional development, strategic planning, and institutional accreditation. Details about the position description, required and preferred qualifications, and application requirements may be viewed [here](#). Review of applications begins immediately with an anticipated start date on or before November 15th.

## **AAC&U Publication Released**

Interested in learning more about [AAC&U's Strengthening Guided Pathways Project](#) engaging twenty community colleges working to clarify students' educational pathways, make them more engaging, and improve learning assessment? Please read the July 2021 publication titled **[“Equity Is Behind All of This”: How Community Colleges Are Strengthening Guided Pathways and Ensuring Students Are Learning](#)**, which highlights three institutions: Chattanooga State Community College, Monroe Community College, and Palo Alto College.

## **Position Announcement: Researcher and Data Analyst/Senior Research and Data Analyst: Office of Curricular and Pedagogical Innovation**

AAC&U is looking for someone with excellent data analysis background/superior quantitative skills. This could be a fabulous position for folks coming from a range of backgrounds, especially for early career professionals/recent post-baccalaureate graduates from ed research and/or evaluation programs. Does not necessarily require relocation to Washington, DC. Job title and salary commensurate with experience/expertise. Link to official posting on the AAC&U web site: <https://www.aacu.org/researcher-and-data-analystsenior-research-and-data-analyst-office-curricular-and-pedagogical>. Review begins 8/31/2021.

## **Research & Practice in Assessment Articles**

Check out RPA's recently published articles in Volume 16, Issue 2: [The Credibility of Inferences from Program Effectiveness Studies Published in Student Affairs Journals: Potential Impact on Programming and](#)

[Assessment](#) and [Responding to Twin Pandemics: Reconceptualizing Assessment Practices for Equity and Justice](#).

## **CIC Announces New President**

**Marjorie Hass** has been named President of the Council of Independent Colleges (CIC). Dr. Rich Ekman, former President of the CIC, recently retired after 20+ years at the helm. In a recent podcast, Dr. Ekman reflected on what he learned on his path to the CIC presidency and addresses the characteristics of good leaders. In addition, he discussed how CIC's professional development programs can help senior leaders do their jobs better and advance their institutions more effectively.

## **SAAL Structured Conversation**

The SAAL Professional Development Committee is pleased to announce, our next [SAAL Structured Conversation](#) is scheduled for September 15, 3:00pm-4:00pm EST (12 noon - 1:00pm PST), titled "Exploring the Relationship Between Student Grit and Non-cognitive Skills" with Dr. Edward Hummingbird, Director of Analytics and Outcomes, Southwestern Indian Polytechnic Institute (SIPI), hosted by Lea Campbell, Executive Director, Assessment & Accreditation at the University of Houston-Downtown and technical support from Vince Nix, Assistant Professor at Lamar University. Register [HERE!!!](#)

## **New Stylus Book Released**

Written by Amy Driscoll, Swarup Wood, Dan Shapiro and Nelson Graff and a foreword by Peggy L. Maki, [Advancing Assessment for Student Success: Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum, and Cocurriculum in Collaboration With Our Colleagues and Our Students](#) was recently released through Stylus Publishing. With an endorsement by former NILOA Director, Dr. Natasha Jankowski and a [NILOA Viewpoint](#) written by the book authors released in the April 2021 NILOA newsletter, brings attention to intentional approaches for faculty, staff, student affairs, and students to engage in meaningful assessment practice.

## **Inside Higher Education's The Key Podcast Released**

In [Episode 54](#), former NILOA director and now a consultant on student learning and a lecturer at New England College, Dr. Natasha Jankowski, and current NILOA Endorsed Speaker, Dr. Erika Williams talk “student learning loss” in our colleges and universities and highlights findings from our [2020 NILOA Covid-19 Survey Report](#). Sponsored by Blackboard, this episode is hosted by Inside Higher Ed Co-founder and Editor Doug Lederman.

## Upcoming Events

September 15. [AEFIS “Assessment: The Musical!”—Episode 15 Assessing Your Administrative Units for Effectiveness and Improvement](#).

1-1:30pm.

September 17. Call for Proposals Due: [2021 51st Annual I-AIR Forum](#).

September 20. Call for Proposals Due: [2022 General Education, Pedagogy, and Assessment](#).

September 22. [AEFIS Panel Discussion—Accessibility and Assessment: What You Need to Know](#).

Virtual. 1-1:45pm.

September 27-29. [2021 Texas Association for Higher Education Assessment Conference](#).

In-person and virtual.

October 7-9. [2021 AAC&U Conference on Global Learning](#).

Virtual.

October 7-9. [Leadership in Higher Education Conference 2021](#).

Baltimore, MD.

October 24-27. [2021 Assessment Institute](#).

Virtual.

**\*NILOA Track information coming next month!**

[learningoutcomesassessment.org](https://learningoutcomesassessment.org)

[Click here to see this online](#)



## NILOA October 2021 Newsletter

Friends,

It is that time of year again for the annual Assessment Institute, which will take place virtually for over 6,000 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. We can't wait to "see" you there!

In the October 2021 edition of the NILOA Newsletter, we focus in on the DQP 3.0, invite you to take a survey, and concludes with announcements from our partner organizations and information on forthcoming events.

### DQP Corner 3.0

A revised edition of **[The Birth and Growth of the DQP](#)** Version 3.0 is now available (see the original document **[here](#)**). Written by Paul L. Gaston, one of the four original authors of the DQP, and Natasha



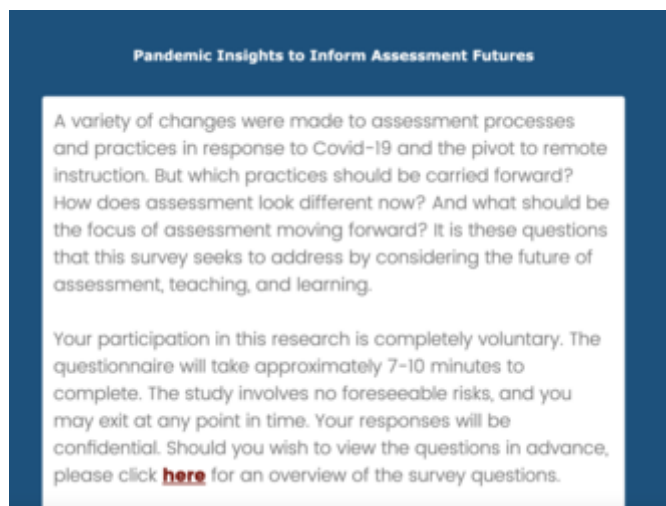
Jankowski, former NILOA director, this document serves to update the field on why NILOA undertook a revision of the DQP. A brief explanation of its history as well as the focus groups engaged in the revision process are highlighted. Also, join us at the Assessment Institute next week on Wednesday, October 27, for our session, **DQP 3.0: A Look Back in a Move Toward the Future**, where we will talk about the revision process in more detail as well as collect feedback from attendees.

### DQP 3.0 Revision Public

**Comment:** In the next week, you will get an opportunity to comment on the revisions of the DQP. Please do watch for the email and get ready to share your feedback.

Lastly, we are asking you to share tools that you found useful in implementing the DQP at your institution. Please email us at [niloa@education.illinois.edu](mailto:niloa@education.illinois.edu) and let us know what's working!

## Survey Announcement



All are invited to participate in a survey exploring pandemic insights to inform the future of assessment by Dr. Natasha Jankowski, former executive director of the National Institute for Learning Outcomes Assessment (NILOA) and Dr. Divya Bheda of ExamSoft, launched in partnership with Dr. Gianina Baker



of NILOA. We invite you to participate in this [brief questionnaire](#) which we anticipate will take approximately 7-10 minutes of your time. Your participation in this project is completely voluntary. All information that is obtained during this research project will be kept secure and will be used solely for project purposes. You are welcome to [view the questions in advance](#) if desired. The final report from this project will be shared freely upon completion. If you have any questions about this research project, please feel free to contact Dr. Natasha Jankowski, by email: [natasha.a.jankowski@gmail.com](mailto:natasha.a.jankowski@gmail.com).

## Announcements from Partner Organizations

### NILOA signs on to Shared Commitments Pledge

NILOA was one of 50 organizations that recently signed on to the Shared Commitments pledge to make Civic Learning and Democracy Engagement a Top Priority for Postsecondary Education, originated by Martha Kanter, CEO, College Promise & Former U.S. Under Secretary of Education (2009-2013) and Carol Geary Schneider, Senior Advisor to College Promise for Quality and Civic Learning & President Emerita, Association of American Colleges & Universities. With our DQP work and as we expand on the relationship between democracy and assessment, we are excited to be a part of this work. You can find more information on the website, [collegeciviclearning.org](http://collegeciviclearning.org), which serves as a hub for civic learning and democracy engagement. Included on the website, you will also find the Shared Commitments Statement, the full list of signatories & research partners, as well as resources for further engagement.

### Book Chapter Written by NILOA Endorsed Speaker, Errin Heyman

If you haven't seen it already, please check out the recently released book, [Education 3.0 and eLearning Across Modalities](#), published by IGI Global. NILOA Endorsed Speaker Errin Heyman wrote a chapter, Assessment for Learning.

### Position Announcement: Associate Director, Institutional Effectiveness

The [University of Mississippi](#) seeks an Associate Director, Institutional Effectiveness to provide leadership and expertise in the area of assessment and institutional effectiveness. The associate director

facilitates assessment and institutional effectiveness activities and initiatives; designs, conducts, and presents assessment-related research studies and analyses; and works collaboratively with university constituents on continuous improvement, assessment of student learning, institutional and program accreditation standards, and associated activities. This position is part of [Institutional Research, Effectiveness, & Planning](#) and reports directly to the Director of Institutional Research, Effectiveness, and Planning.

To ensure full consideration, please submit the University's [online application](#) along with a letter of interest, a detailed current curriculum vita, and a list of 3-5 references. *Review of materials* will begin **October 25, 2021**, and applications will be accepted until an adequate pool of candidates has been established or until the position is filled. If you have questions related to the position, please contact Katie Busby directly at: [kbusby@olemiss.edu](mailto:kbusby@olemiss.edu).

### **AALHE Workshop Announcement**

Linda Bastone, Divya Bheda, Wendy Crocker, Gavin Henning, Natasha Jankowski, Anne Lundquist, Erick Montenegro, Mamta Saxena, Karen Singer-Freeman, and NILOA's Gianina Baker will present a two-hour workshop, [Road to Equity in Assessment - Encore Workshop](#), on December 1 from 12-2 pm central. In this workshop, the presenters will work with participants to identify theories that can inform an institution's efforts to increase equity in assessment, reset the assessment cycle to include considerations of equity, employ inclusive decision making, and move from transaction to transformation.

## **Upcoming Events**

**\*We will be retiring the NILOA Events Calendar after the October 2021 Newsletter.\***

October 18. [AALHE Enigma Webinar: Pandemic: Faculty Engagement in Assessment.](#)

Virtual. 12-2pm.

October 20. [AEFIS "Assessment: The Musical!"—Episode 16 The Great Fall Awakening: Ensuring Efficient Data Collection at Your Institution](#)  
Virtual. 1-1:30pm.

October 24-27. [Virtual 2020 Assessment Institute. Indiana University – Purdue University Indiana \(IUPUI\).](#)

**\*Take a moment to peruse the [NILOA track](#) for the Assessment Institute.**

October 25. [AEFIS Innovative Approaches to Adapting VALUE Rubrics to Foster Learner Feedback in High-Impact Practices.](#)  
Virtual. 11:15-12:15pm

October 25. [AEFIS Comprehensive Learner Record: Empowering Embedded Assessment of Competency to Determine Student Readiness for Real-World Problems.](#)  
Virtual. 3:15-4:15pm

October 26. [AEFIS How We Built This? Series—Accessibility and Assessment: Supporting Students in the New Normal.](#)  
Virtual. 12:30-1:30pm

October 27. [Call for Proposals Due: 2022 WASC Accreditation Resource Conference.](#)

October 27. [AEFIS A Collaborative Approach to Preparing Learners with Digital Skills for the 21st Century Workforce.](#)  
Virtual. 12:30-1:30pm

October 27. [AEFIS Expanding Professional Learning for Assessment and Improvement.](#)  
Virtual. 3:15-4:15pm

November 1-2. [51<sup>st</sup> Annual I-AIR Forum.](#)  
Virtual.

November 2. How Institutional Research/Institutional Effectiveness Professionals Can Further Diversity, Equity, and Inclusion Work.  
North Carolina Community College Planning and Research Organization.  
**\*Dr. Gianina Baker will present a keynote session.**

November 3-6. [46<sup>th</sup> Annual ASHE Conference.](#)

San Juan, Puerto Rico.

November 4-6. [2021 Virtual Conference on Transforming STEM Higher Education.](#)

Virtual.

November 8-9. [CBExchange 2021.](#)

Austin, TX.

November 10. [AALHE Exemplar Webinar: Integrating Instruction and Assessment and Designing Assessments to Foster Critical Thinking.](#)

Virtual. 12-1pm.

November 15. [AALHE Enigma Workshop: Preparing reports on curricular and co-curricular assessment: Tools to strengthen and simplify accreditation reports.](#)

Virtual. 1-3pm.

November 16. NWCCU Two-Year College Assessment Session.

**\*NILOA's Drs. Jillian Kinzie and Gianina Baker will serve as moderators and keynote presenters.**

November 16. [AALHE Encore Webinar: The Landscape of Learning: Findings from 5 Years of AAC&U's Nationwide VALUE Assessment Initiative.](#)

Virtual. 12-1pm.

[learningoutcomesassessment.org](https://learningoutcomesassessment.org)

[Click here to see this online](#)

## NILOA November 2021 Newsletter

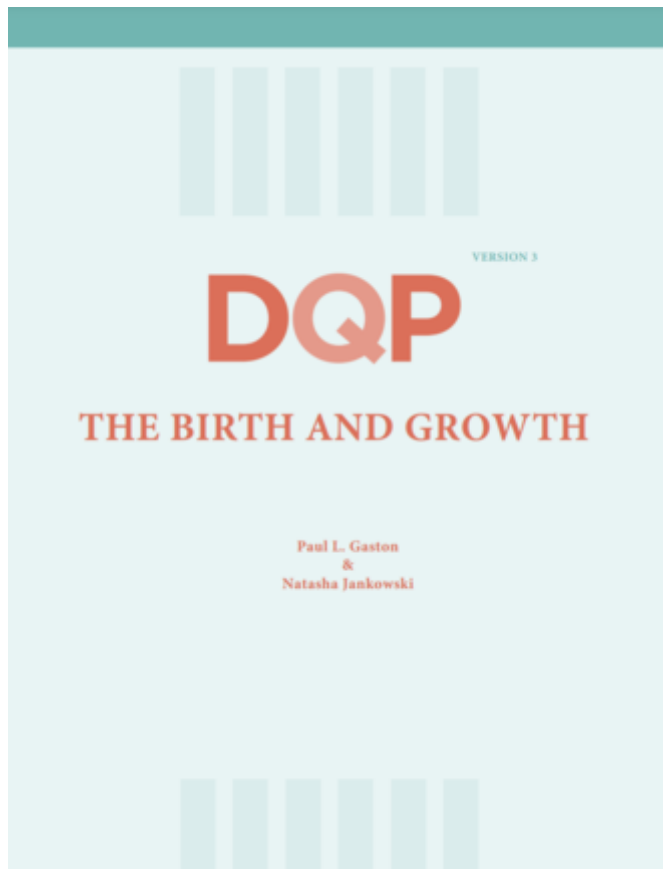
Friends,

What a semester it's been! We hope you will be able to enjoy some well deserved time off during the upcoming holidays. NILOA sincerely thanks all presenters represented in the **NILOA track of sessions** at this year's Assessment Institute. **Webinar recordings** as well as session handouts will be up soon. In the meantime, make sure to read through the Call for Proposals for 2022 due in February and submit your great assessment work.

In this light November 2021 edition of the NILOA Newsletter, we invite you to publicly comment on the DQP 3.0 revisions, read our latest occasional paper on ePortfolio use at IUPUI, showcase an Assessment in Practice on Data Pathways, share announcements from our partner organizations, and highlight information on forthcoming events.

### **DQP Corner 3.0**

We are excited to have you join us in the DQP 3.0 revision process! To



get caught up, please review the **updated Birth and Growth of the DQP document** written to document the DQP's history as well as share steps of the current revision process.

In an effort to avoid comparisons between the levels (associate, bachelor, and master's) and to get feedback on the new presentation approach, we break out the DQP into 3 individual documents for public comment. **All of the changes, both minor and significant, are highlighted in the linked pdf documents**

**below.** You can also find the marked up documents here: **<https://www.learningoutcomesassessment.org/dqp/>**.

1. Associate's  
Level: **[https://www.learningoutcomesassessment.org/wp-content/uploads/2021/10/1022\\_DQP-grid\\_AS.pdf](https://www.learningoutcomesassessment.org/wp-content/uploads/2021/10/1022_DQP-grid_AS.pdf)**
2. Bachelor's  
Level: **[https://www.learningoutcomesassessment.org/wp-content/uploads/2021/10/1022\\_DQP-grid\\_BA.pdf](https://www.learningoutcomesassessment.org/wp-content/uploads/2021/10/1022_DQP-grid_BA.pdf)**
3. Master's Level:  
**[https://www.learningoutcomesassessment.org/wp-content/uploads/2021/10/1022\\_DQP-grid\\_MA.pdf](https://www.learningoutcomesassessment.org/wp-content/uploads/2021/10/1022_DQP-grid_MA.pdf)**

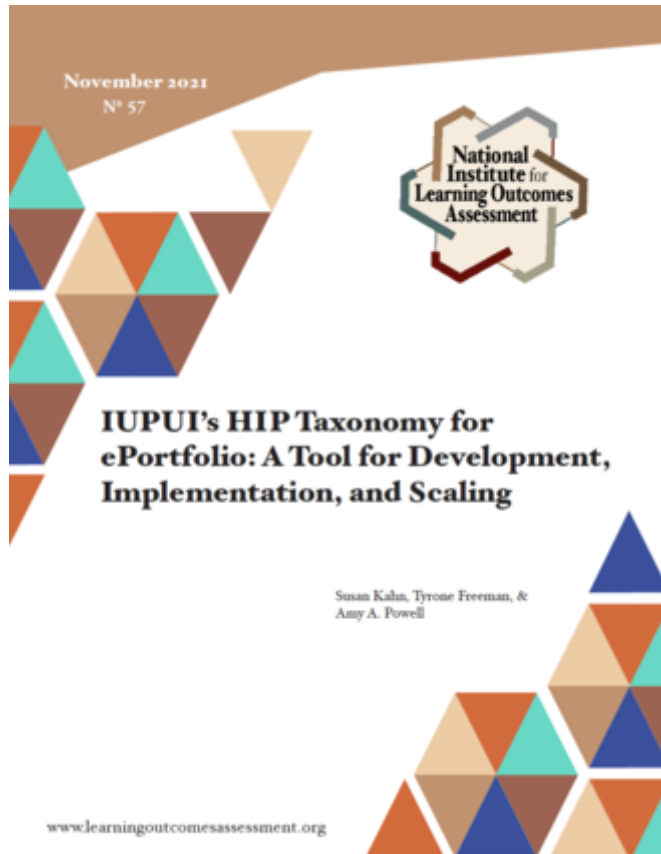
Please use this **[Google form](#)** to provide feedback on the current revision of the DQP for NILOA to review prior to the release of the DQP 3.0. You will need to indicate at which level you are providing feedback. **Public comment will remain open until Wednesday, November 24, 5 pm central.**

DQP Tools? Check out this document, **[Interconnected Learning Frameworks](#)**, that attempts to connect the DQP, VALUE, AAC&U's Essential Learning Outcomes, and High-Impact Practices.



Questions regarding the DQP 3.0 revision process or feedback on the above tool can be directed to [niloa@education.illinois.edu](mailto:niloa@education.illinois.edu).

## Occasional Paper No. 57



In this 57th Occasional Paper, Susan Kahn, Tyrone Freeman, & Amy Powell, discuss the history, use, and attributes of high-impact ePortfolio practice at IUPUI, as well as the development of an ePortfolio taxonomy, and concludes with a case study from its Philanthropic Studies B.A. program. [Read more...](#)

## Assessment in Practice

In this Assessment in Practice, Brad Sturz, Jaime O'Connor, & Delena Bell Gatch of Georgia State's University Office of Institutional Assessment and Accreditation, discuss how they use heat maps to gain actionable insights about their assessment process. [Read more...](#)

# Assessment in Practice

## Data Pathways: Innovative Approaches to Visualizing Assessment Results

Brad Sturz, Jaime O'Connor, & Deleena Bell Gatch

November 2021

### Institutional Context, Assessment History, Processes, and Data Sources

Georgia Southern University is a recently consolidated multi-campus institution with a combined full-time equivalency (FTE) of ~24,000 students (Georgia Southern University, 2020). Within Academic Affairs, the Office of Institutional Assessment and Accreditation's mission is to support Georgia Southern University's pursuit of academic distinction in teaching, scholarship, and service in a student-centered environment by providing leadership for assessment, institutional effectiveness, planning, and accreditation activities to all academic, student support, and administrative units and programs.

One of the many functions of the Office of Institutional Assessment and Accreditation is the facilitation and oversight of academic program student learning outcomes assessment and general education student learning outcomes assessment. University-level committees composed of faculty members from across colleges are responsible for reviewing annual assessment documents. Using committee established institutional rubrics (Georgia Southern University, n.d.; Georgia Southern University, n.d.), each document is reviewed independently by two individual committee members, and, following the independent individual reviews, both reviewers convene to reach a consensus on a single set of scores and comments. A final reconciliation review is submitted reflecting this agreement, and scores from these reconciliation reviews serve as the data source in all analyses that follow.

Guided by a dedication to a culture of systematic self-reflection, evidence-based decision-making, and improvement, the Office of Institutional Assessment and Accreditation sought to gain insights and actions from our rich set of rubric scores. Given consolidation, we focused on the last two assessment cycles.

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)



## Announcements from Partner Organizations

### Council for the Advancement of Standards (CAS) Monthly Newsletter Available

Check out [CAS' recent newsletter](#) highlighting with its latest resources.

### Pedagogo Webinar Available

Dr. Gianina Baker, acting director of the National Institute for Learning Outcomes Assessment (NILOA), joins Dr. Divya Bheda for an in-depth conversation, [Examining the Intersections of Assessment and Equity](#), on equity and assessment.

### AALHE Workshop Announcement

Divya Bheda, Wendy Crocker, Gavin Henning, Natasha Jankowski, Erick Montenegro, Mamta Saxena, Karen Singer-Freeman, and NILOA's Gianina Baker will present a two-hour workshop, [Road to Equity in Assessment - Encore Workshop](#), on December 1 from 12-2 pm central.

Workshop Description: Equity in assessment can differ depending on individual and institutional perspectives as well as situational context. Sometimes what is needed is a safe space to engage in conversations about what can be done to advance equity work. In this interactive, problem-based, 2-hour workshop participants will discuss the challenges they are encountering when integrating equity in assessment in their particular context. The facilitators will offer consultation, feedback, and concrete strategies to address the specific challenges described. Come with your challenges and get ready for a robust, engaging conversation.

### **Position Announcement: Director of Academic Assessment & Assurance System Support**

Adams State University is looking for a Director of Academic Assessment, please see the position description and qualifications [here](#).

## **Upcoming Events**

**\*The NILOA Events Calendar is retired.**

October 24-27. [Virtual 2020 Assessment Institute. Indiana University – Purdue University Indiana \(IUPUI\).](#)

**\*Take a moment to peruse the [NILOA track](#) for the Assessment Institute.**

November 16. NWCCU Two-Year College Assessment: Practice and Process.

**\*NILOA's Drs. Jillian Kinzie and Gianina Baker will serve as moderators and keynote presenters.**

November 16. [AALHE Encore Webinar: The Landscape of Learning: Findings from 5 Years of AAC&U's Nationwide VALUE Assessment Initiative.](#) Virtual. 12-1pm.

November 15-16. CAS Council Meeting.

**\*Dr. Gianina Baker will give a Public Directors report on Nov. 16.**

November 18-19. [Virginia Assessment Group 2021 Conference.](#) Virtual.

November 19. WSCUC Webinar: [Teaching, Learning, and Assessment: Evidence to Action with Equity in Next-Generation Assessment Practice and Faculty Development.](#)

4-5pm CST.

**\*Dr. Gianina Baker will serve as a presenter.**

December 1. AALHE Webinar.

**\*See workshop description above in announcements to register.**

December 13. [AALHE Exemplary Workshop: Learning Improvement at Public, Community, and Private Arts Colleges.](#)

1-3pm CST. Virtual.

January 19-21, 2022. [2021 AAC&U Annual Meeting.](#)

Hybrid--Washington, DC and Virtual.

January 24-27, 2022. [CHEA Annual Conference.](#)

Washington, DC.

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[Click here to see this online](#)

## NILOA December 2021 Newsletter

Friends,

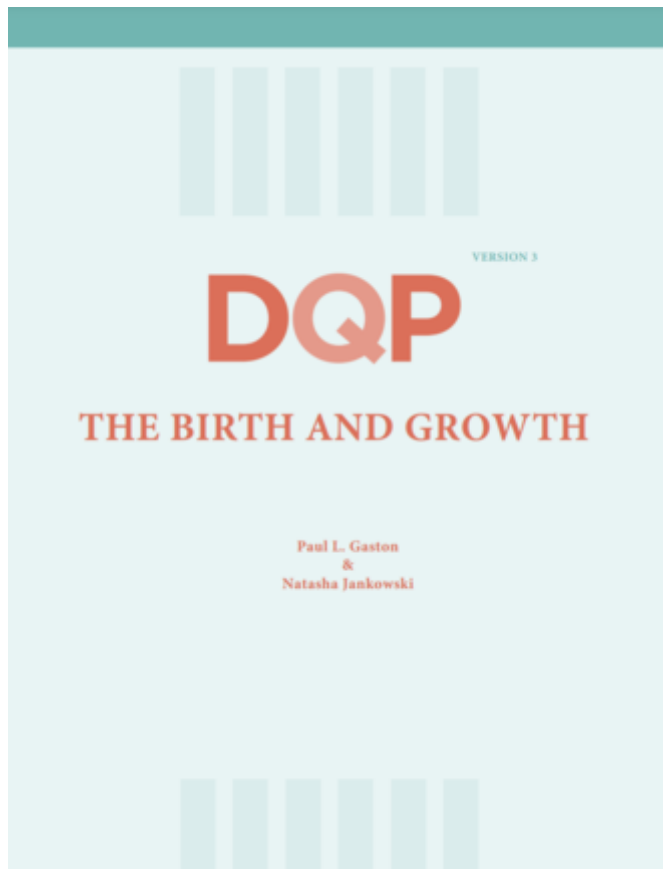
In this December 2021 edition of the NILOA Newsletter, we focus in on DQP 3.0! We are excited to release the long-awaited revised Degree Qualifications Profile 3.0 to the field. Months in the making, we have listened to the field and worked to include what we've learned from such conversations into the revision process. We hope you will take a look at the current result of almost two years of work and 10 years since the beta version of the DQP was presented to the field.

We, here at NILOA, wish you a safe, healthy, restful holiday break. May you reflect on why you continue doing this work and come back with renewed energy!

### DQP Corner 3.0

The wait is over!

We bring to you this December 2021 a revised **Degree**



## **Qualifications Profile (DQP) 3.0**

as well as a host of resources that supported this revision process.

For those new to the DQP (or a reminder for those more familiar with it), the DQP is a learning-centered framework for what college graduates should know and be able to do to earn the associate's, bachelor's and/or master's degree(s). Since its official release ten years ago and its second revision in 2014, this updated DQP reflects current conversations in the field and resulted in a third release!

We've developed a few tools since its initial release and created a few more in this third iteration to support DQP implementation. We hope these resources assist in furthering DQP work happening at your institution.

DQP Resources Available **here**:

1. To get caught up, we invite you to review the **updated Birth and Growth of the DQP document** written to document the DQP's history as well as share steps of the current revision process.
2. A one-pager highlighting revisions to **DQP 3.0: What's new since 2014?**
3. All three revised DQP 3.0 documents: **Associate**, **Bachelor**, and **Master's** Levels
4. DQP Tool: **Interconnected Learning Frameworks** that attempts to connect the DQP, VALUE, AAC&U's Essential Learning Outcomes, and High-Impact Practices
5. **Archived DQP and Tuning Resources** (see DQP & Tuning)
6. **NILOA Assignment Library**: Tagged by DQP Proficiencies
7. Report on Institution-Level Learning Outcomes (coming soon)



NILOA is appreciative of the many stakeholders who participated in the review and revision process that resulted in DQP 3.0! We are excited for the many institutions that contacted us wanting to be a part of the revision process as the DQP is currently in use at their institutions. We thank you for your continuous commitment to our work and are very appreciative of your help and support as we work to better assess student learning at our nation's colleges and universities.

Questions regarding the DQP 3.0 revision can be directed to [niloa@education.illinois.edu](mailto:niloa@education.illinois.edu).

## Announcements from Partner Organizations

### **Update: November 2021 Assessment in Practice**

The November 2021 Assessment in Practice authors are of Georgia Southern University. We apologize for this error.

## Upcoming Events

**\*The NILOA Events Calendar is retired.**

[learningoutcomesassessment.org](https://learningoutcomesassessment.org)