



Assessing for Value: Equity, Quality & Student Learning

Gianina Baker, Ph.D.

Assistant Director, National Institute for Learning Outcomes
Assessment

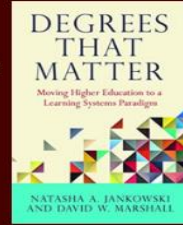
National Institute for Learning Outcomes Assessment (NILOA)

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Website
- Occasional Papers
- Resources
- Newsletter
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning

www.LearningOutcomesAssessment.org

We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.



We are delighted to release our thirty-fourth occasional paper where authors, Ruth C. Slotnick and Mark C. Nicolas, work to develop a portrait of current assessment professionals. Click here to read the occasional paper.

[Clifford Adelman](#)

[NILOA Newsletter](#)

[Occasional Paper 3](#)

[Viewpoint](#)

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As California Goes?

Fri, Jul 06, 2018 - 08:00 am

Paul Fain in Inside Higher Education

California's state legislature recently passed a performance-based formula for its community colleges that centers around measures of student success. Opponents of the bill argue that such legislation unintentionally punishes the institutions and students who need it the most while proponents state that the bill, in fact, makes institutions more accountable for the success of such students. Another article in Inside Higher Ed, **States Struggle to Close Degree-Attainment Gaps**, acknowledges such gaps.

Is the Work College Model the 'Wave of the Future' for Reaching Underserved Students?

Fri, Jul 06, 2018 - 08:00 am

Allie Bidwell for the National Association of Student Financial Aid Administrators (NASFAA)

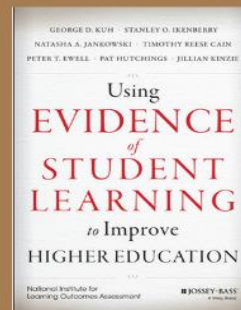
"**Earning to Learn**," a new report from the American Enterprise Institute (AEI), states that the nation's nine work colleges can serve as examples for liberal arts colleges to better equip students with the job skills employers demand. Work colleges assess student learning through work assignments that evaluate students' learned skills. These assignments also help create work transcripts that students can offer alongside their academic transcripts.

This Is What Georgia Tech Thinks College Will Look Like in 2040

Fri, Jul 06, 2018 - 08:00 am

Beth McMurtrie for the Chronicle of Higher Education

Rafael L. Bras, Georgia Tech's provost and executive vice president for academic affairs, discusses a newly released **report** from Georgia Tech's Commission on Creating the Next in Education aimed at providing recommendations for public universities in the year 2040 and beyond. The report makes various



[Click here to browse NILOA's Assignment Library.](#)

Hawai'i Pacific University

The Student Success website at Hawai'i Pacific University (HPU) is this month's Featured Website in the category of Communication.

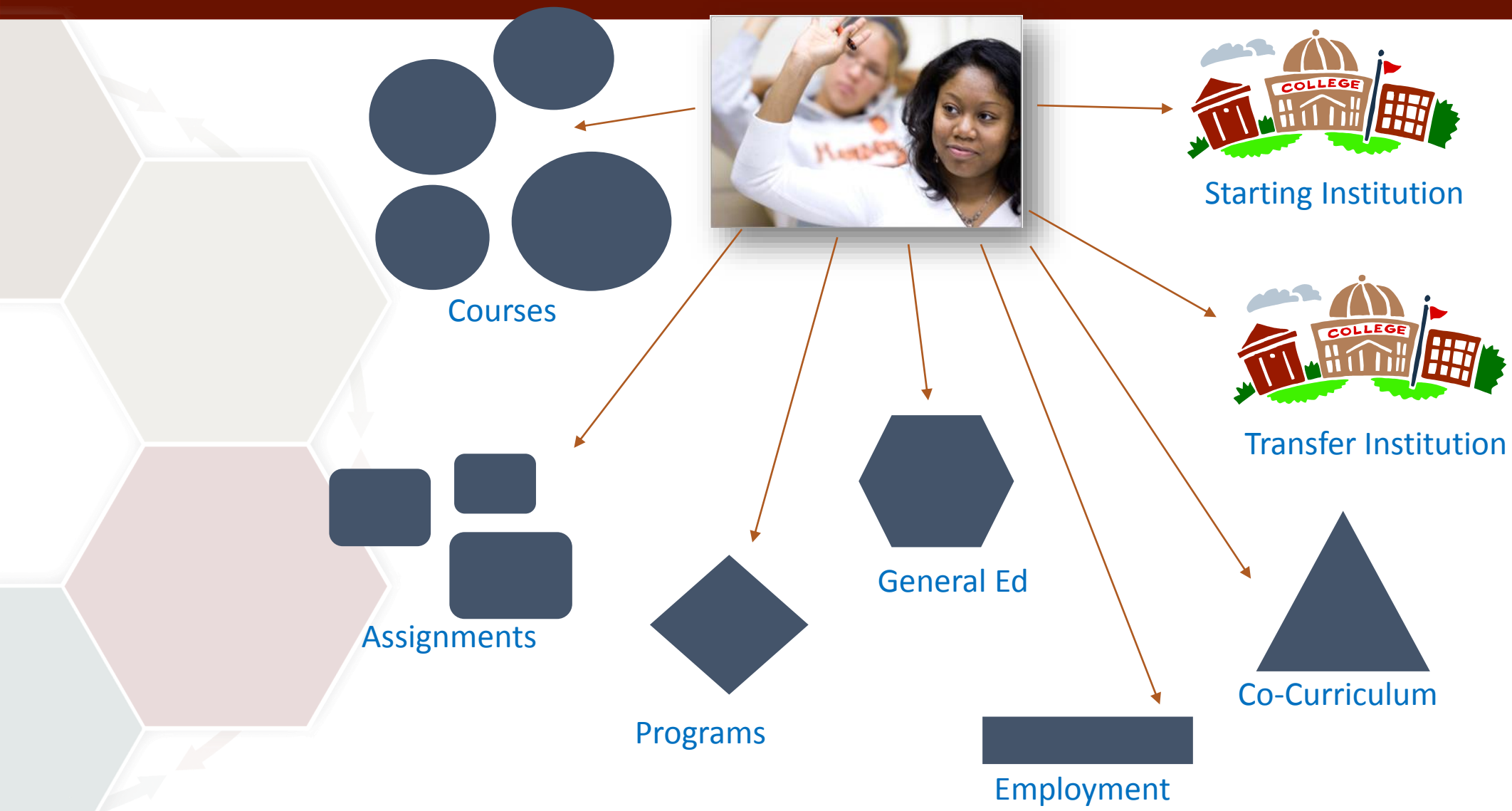
[Featured Website Archive](#)



NILOA Calendar						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Goals for today:

- Discuss the relationship between equity and assessment
- Introduce the concept of culturally responsive assessment
- Hear reflections from others on how they approach culturally responsive assessment approaches at your institution
- Video: https://www.youtube.com/watch?v=Cl_g7AWJx-A&feature=youtu.be



CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION

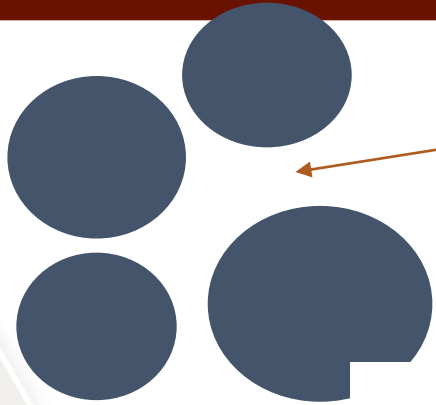


Starting Institution



Transfer Institution

HOW WE WORK and ORGANIZE OUR DATA



Courses

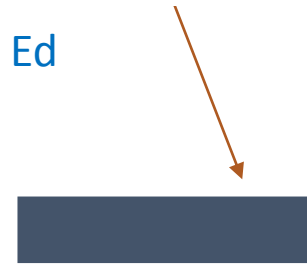


Assignments

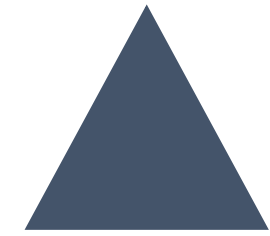


Programs

General Ed



Employment



Co-Curriculum

WHAT DOES A A DEGREE REPRESENT?



seat time?

Carnegie credit hours?

grade point averages?

required courses?

clinical hours?

*All of these suggest what degrees represent in terms of **numbers**.*

*What do degrees represent in terms of **learning**?*

Assessment Today

1. Most institutions have statements of student learning aligned throughout the institution.
2. Greater use of authentic measures of student learning (classroom assignments, rubrics, capstones)
3. Strong focus on more support for faculty
4. Communicating information about student learning remains a target of opportunity.

Assessment That Matters:

Trending Toward Practices that Document Authentic Student Learning

Natasha A. Jankowski
Jennifer D. Timmer
Jillian Kinzie
George D. Kuh

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
January 2018

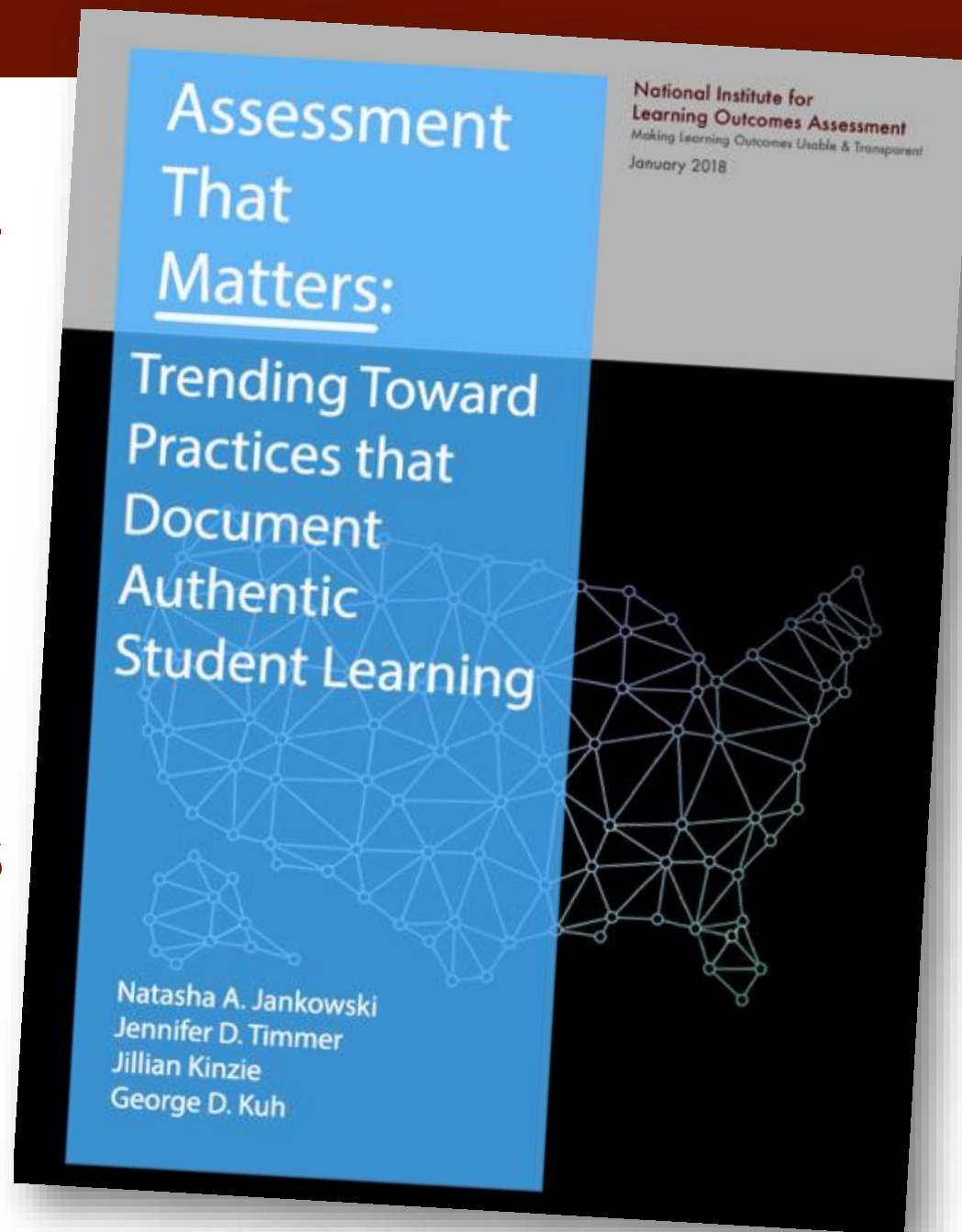
Assessment for Student Success is driven by...

- ✓ **Accreditation (Regional & Program)**
- ✓ **Desire to improve student learning**
- ✓ **Growing emphasis on Equity**
 - **Disaggregation of evidence of learning by various groupings of students**



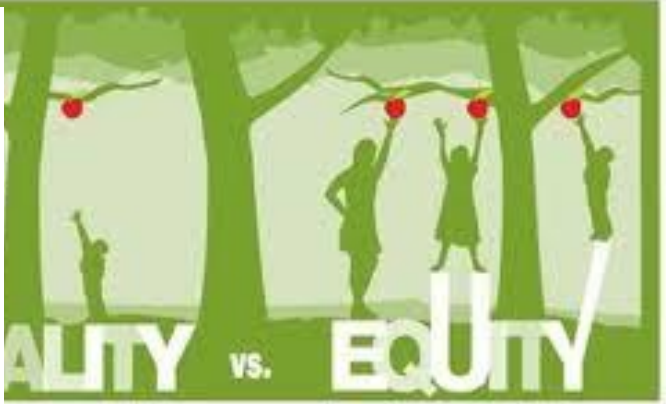
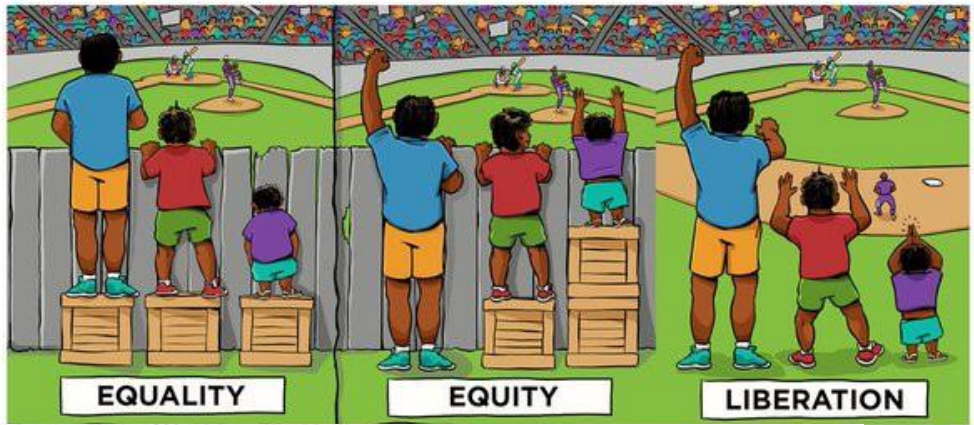
Finding from NILOA's Survey of Provosts 2017

“Assessment continues to be driven by both compliance and improvement, with an emphasis on equity.”





Don't just tell a different version of the same story. Change The Story!



EQUALITY VERSUS EQUITY



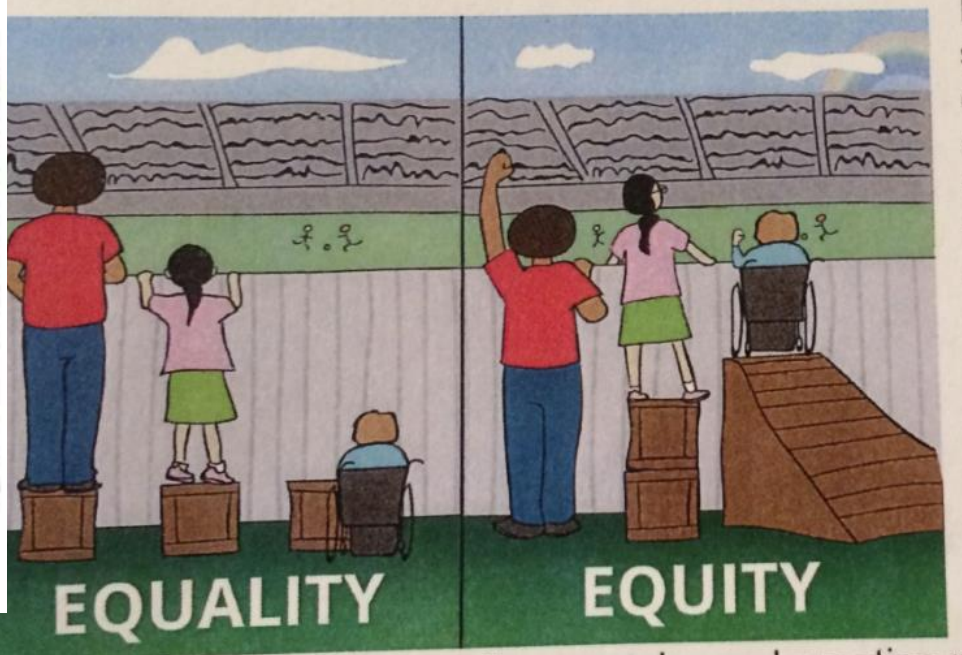
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



Background

- ◆ NILOA Case Study: **North Carolina A&T State University: A Culture of Inquiry**
- ◆ NILOA Case Study: **Texas A&M International University: A Culture of Assessment INTEGRATED**
- ◆ NILOA Report: **Using Assessment Results: Promising Practices of Institutions That Do It Well**
 - ◇ Becoming more transparent with assessment processes and results and with sharing promising practices externally. North Carolina A&T State University's desire to communicate to students and the higher education community at large led to opportunities for student involvement in assessment through the Wabash Provost Scholars Program.

Background

NILOA Report: [Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions.](#)

Four main findings:

1. Assessment work at Minority-Serving Institutions is focused primarily to serve internal interests and needs.
2. External pressures drive the assessment work of MSIs, even though they are more likely to use assessment results for internal improvement.
3. While driven by the same external factors, and using results in similar fashion, sub-categories of MSIs employ different approaches to assess student learning.
4. While driven by similar ends, subcategories of MSIs use assessment to address different institutional needs and interests.



Assessment, Accountability, and Student Learning Outcomes
at Historically Black Colleges and Universities

Verna F. Orr

November 2018

Historically Black College and University (HBCU) Collaboration for Excellence in Educational Quality Assurance (CEEQA).

“...seeks to help address accountability measures while being true to HBCU missions and culturally relevant assessment approaches”

AAC&U's Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning(2015)

- Knowing who [their] students are and will be
- Committing to frank, hard dialogues about the climate for underserved students ... with the goal of effecting a paradigm shift in language and actions
- Investing in culturally competent practices that lead to success of underserved students—and of all students
- Setting and monitoring equity-minded goals¹—and devoting aligned resources to achieve them
- Developing and actively pursuing a clear vision and goals for achieving the high-quality learning necessary [for] careers and [for] citizenship, and therefore essential [for a bachelor's] degree
- Expecting and preparing all students to produce culminating or Signature Work at the associate (or sophomore) and baccalaureate levels to show their achievement of Essential Learning Outcomes,² and monitoring data to ensure equitable participation and achievement among underserved students
- Providing support to help students develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers
- Identifying high-impact practices (HIPs) best suited to your students and your institution's quality framework of Essential Learning Outcomes, and working proactively to ensure equitable student participation in HIPs
- Ensuring that Essential Learning Outcomes are addressed and high-impact practices are incorporated across all programs, including general education, the majors, digital learning platforms, and co-curricular or community-based programs
- Making student achievement—including underserved student achievement—visible and valued (2015a, 5–10)

NILOA Occasional Paper 29

Key Points:

1. To meet the goal of improving student learning and authentically documenting what students know and can do, a culturally responsive approach to assessment is needed.

2. There is an assumption at play within the field of assessment that while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count.

Research Question: How consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?

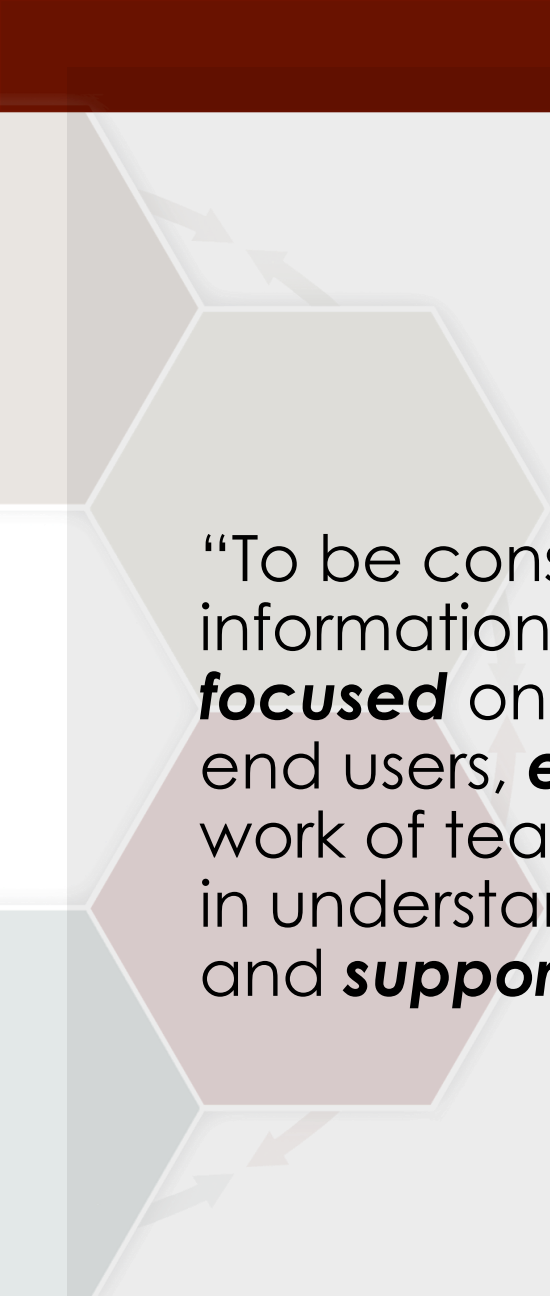
National Institute for Learning Outcomes Assessment

January 2017

Equity and Assessment: Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski






“To be consequential, assessment information needs to be **actionable**, **focused** on the needs and interests of end users, **embedded** in the ongoing work of teaching and learning, **available** in understandable forms, **customized**, and **supported** by institutional leaders.”

Consequential Assessment

(Kuh, Ikenberry,
Jankowski, Cain, Ewell,
Hutchings, & Kinzie, 2015)



“Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education.” (Montenegro & Jankowski, 2017)

DANCE YOUR PH.D.



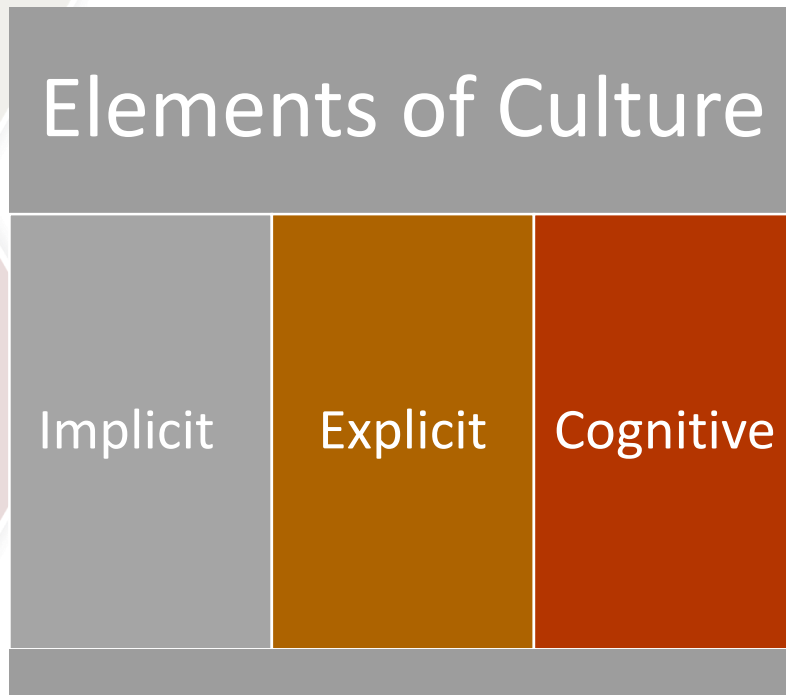
“...that while learners may take multiple paths to and through learning, they must demonstrate their knowledge and skills in the same way.” (p. 5)

equity

excellence

Culturally Responsive

Culture

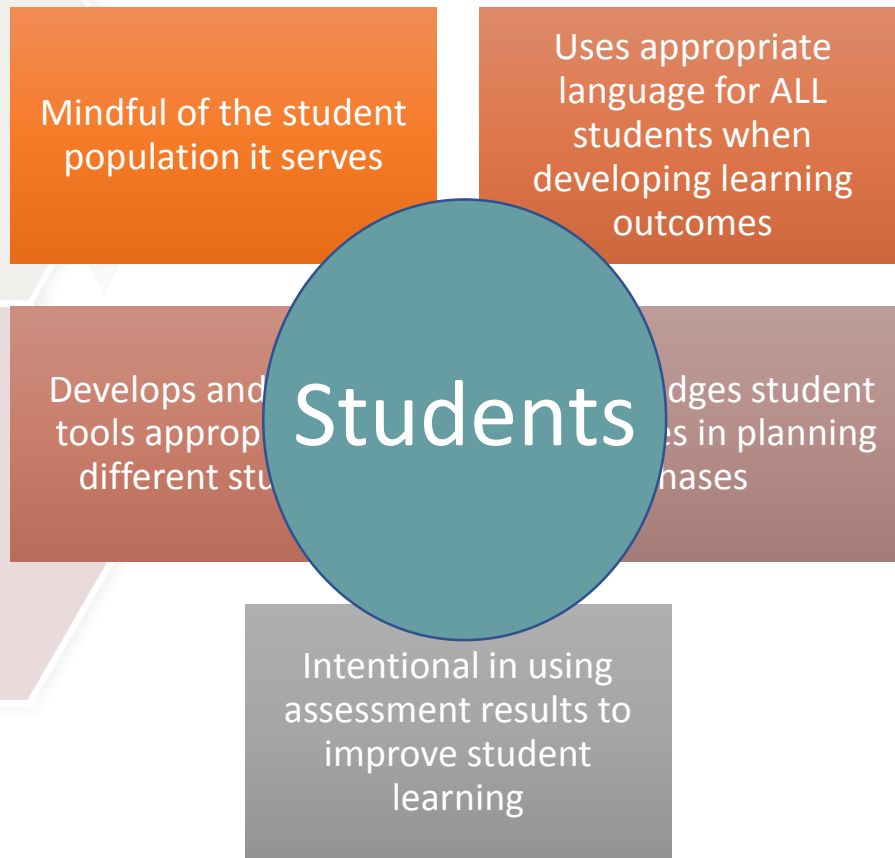


Responsive

“an action-based, urgent need to create contexts and curriculum that responds to the social, political, cultural, and educational needs of students; it is affirmative and seeks to identify and institutionalize practices that affirm indigenous and authentic cultural practices of students” (Khalifa, Gooden, & Davis, 2016, p. 1278)

Culturally Responsive Assessment Concepts

(Montenegro & Jankowski, 2017)



“What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.” (p. 16)

Fostering culturally responsive assessment

1

Student Learning
Outcome
Statements

2

Assessment
Approaches

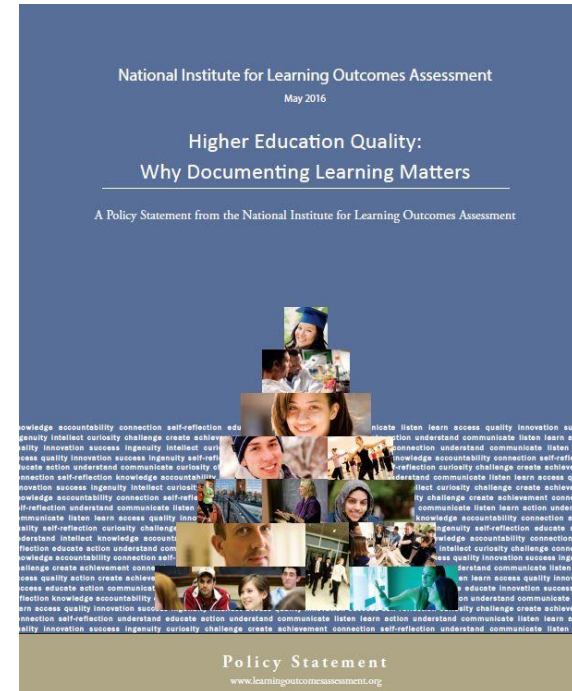
3

Use of
Assessment
Results

Fostering culturally responsive assessment

1

Student Learning Outcome Statements



National Institute for Learning Outcomes Assessment. (2016, May). [Higher education quality: Why documenting learning matters](#). Urbana, IL: University of Illinois and Indiana University, Author.

Specific, actionable learning outcome statements

WHO	Will do WHAT	To BE ABLE TO	As Demonstrated By
First Year Students	Attend orientation	Identify 3 resources on campus they might use...	Completing a survey at the end of the program
Peer Health Educators	Participate in a training session	Define 3 strategies to improve personal health	Developing a presentation outline
Resident Advisors	Complete a workshop	Demonstrate effective conflict resolution strategies	Evaluation during mock roommate conflict simulations

Specific, actionable learning outcome statements

Students who work as referees in club sports, who have attended the referee training, will be able to demonstrate *conflict resolution skills* in simulated events

Students who participate in new student orientation will be able to identify two academic support services available on campus by writing them on the exit survey

Students who are disabled and participate in self-advocacy training will be able to articulate their accommodation needs to their instructors

Students who participate in a leadership retreat will demonstrate **effective communication skills** by presenting their annual goals to the group

Learning Frameworks

- Learning frameworks allow us to all agree on the learning we are striving and designing towards, not how we will get there, but to align our practices.
- It sets us up to allow students and others to put forward evidence to be validated by shared evaluative criteria.
- How should learning outcomes frameworks be used to reflect and inform cocurricular professional development programs and experiences for students who are considering multiple career pathways?

Common Learning Frameworks:

1. Degree Qualifications Profile: DQP
2. LEAP Essential Learning Outcomes: LEAP ELOs
3. Tuning (History, Communications, etc.)
4. Employability Skills Framework
5. Common Employability Skills (NACE)
6. Common Core State Standards
7. Beta credential framework
8. Your own institutional learning outcomes
9. Council for the Advancement of Standards (CAS)
10. International frameworks

Decolonizing the curriculum



Strategic Imperative for Racial Justice and Decolonization Talking Points



In 2016 November, the ACPA Governing Board adopted the Strategic Imperative for Racial Justice and in 2017 July expanded it to include Decolonization. Our commitment to this work includes agreement with six operational truths.

- 1** All forms of oppression are **linked**.
- 2** Racism and colonization are **real, present, enduring, intersectional**, and systemic forms of oppression.
- 3** Racism and colonization have informed the experience of **all of us** in higher education.
- 4** Advocacy and social change require us to work to **dismantle racism and colonization** in higher education.
- 5** Our collective education, research and scholarship, advocacy, and capacity will create **positive change** in higher education.
- 6** We believe in and have hope for our individual capacity, desire, and drive to **grow, learn, and change**.

We encourage each of our members and all of our colleagues in student affairs and higher education to reflect on this essential question, “What is my place in doing racial justice and decolonization work?”

ACPA is committed to helping our members develop competencies to engage in this work within their respective roles and responsibilities in student affairs. Please use and share our resources at

www.myacpa.org/strategic-imperative-racial-justice-decolonization

American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Affairs Professionals

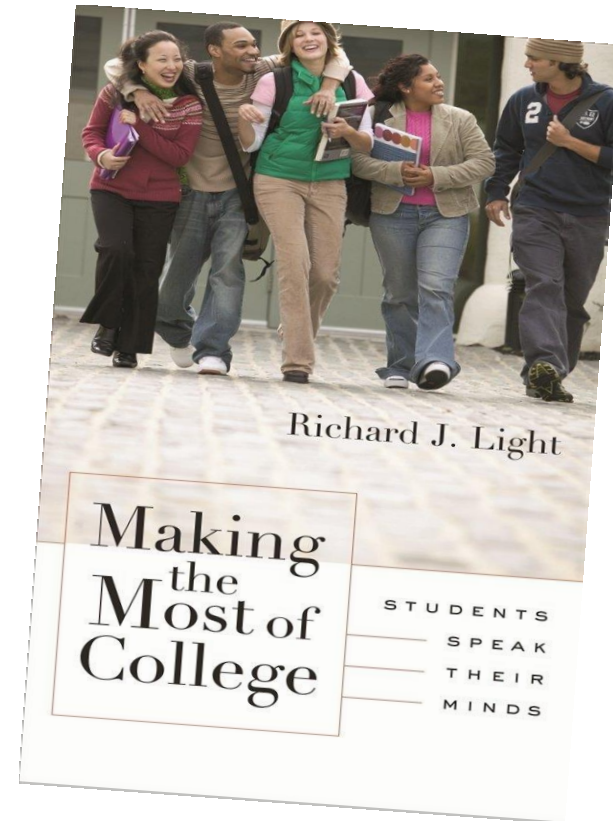
The 2017 grant will focus on the development and implementation of a single learner record across a broad number of American colleges and universities. The CSRs seek to ***capture, record, and communicate learning when and where it happens*** in a student's higher education experience. This includes learning outcomes from courses, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.



<https://www.aacrao.org/signature-initiatives/comprehensive-learner-record>

The Difference Student Affairs Makes

When we asked students to think of a specific, critical incident or moment that had changed them profoundly, 4 of 5 chose a situation or event outside the classroom.



Light, 2001, *Making the Most of College*



“At perhaps no time in recent decades has student affairs been more central to a quality university experience and the learning therein. Yet we also face unprecedented economic challenges that are almost ubiquitous at national, state, and local levels. As a result, and in stark contrast to its centrality, **student affairs as a profession and function within typical higher education settings is perhaps in more danger than ever before of being reduced, collapsed with other functions, or eliminated entirely.**”
(Bresciani, 2012, p. 1)



Although primary data-oriented roles and responsibilities for IR, IT, and student affairs are somewhat siloed, these units are contributing to institution-wide goals of improving student success.

STLR

STUDENT TRANSFORMATIVE LEARNING RECORD

Student Transformative Learning Record (STLR)

College students grow and transform through both academic and non-academic experiences while at the University of Central Oklahoma (UCO). Students' academic transcripts display their aptitude in their Discipline Knowledge, but how can they track and display their growth in other important areas?

UCO's Student Transformative Learning Record (STLR) is like a second transcript that records students' growth and [Transformative Learning](#) across the other five of UCO's [Central Six Tenets](#) pictured below.

For example, students might:

- learn how to work well in teams with people whose opinions differ from their own;
- develop leadership skills as president of a student organization;
- improve their ability to interact positively and appropriately with co-workers, customers, and others from different countries and cultures in their classes;
- find out how to contribute as productive citizens to their local communities, the nation, and the world through volunteering;
- or might practice solving unscripted problems and devise creative solutions while doing independent research.

Students reflect on their experiences, then receive feedback from a trained faculty or staff member. Students store these experiential artifacts in different versions of ePortfolios that they can share with potential employers, graduate schools, or others to highlight their most employable strengths.

STLR - Because College is About More Than a Degree.



- Center for Excellence in Transformative Teaching & Learning
- Transformative Learning Home
- Student Experiences
- The Central Six
- Journal of Transformative Learning
- Student Transformative Learning Record (STLR)**
 - STLR-Tagged Activities
 - How STLR Works
 - Marketing
 - Results and Reporting
 - Frequently Asked Questions
 - Contact Information
- Masonic Endowment Award
- 2018 Transformative Learning Conference

Transformative Learning in the News

Wall Street Journal ranks UCO 6th in Student Engagement

STLR receives a WCET 2016 W...

STLR part of Comprehensive S...

UCO has a link to Canada, Edr...

TL at UCO in Civitas Learning...

About STLR

By Tenet	Transformation	Integration	Exposure	Not Achieved
<p>Global & Cultural Competencies</p>	<p>The experience led to the student's new identity as a global citizen, and she/he now seeks interactions and growth from diverse communities and cultures.</p>	<p>The student's perspective has expanded to value different cultural worldviews and she/he is able to articulate a sense of identity in a global context.</p>	<p>The student displays an openness to learning about global and cultural differences and/or took part in an activity where she/he was exposed to worldviews of other cultures.</p>	<p>The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.</p>



IUPUI Experiential and Applied Learning Record

IUPUI validates all achievements presented on this Record and it is an official University document. Assessment occurs within each program responsible for the achievement and validation occurs in the Office of the Registrar. Each achievement is maintained in a centralized system. Students do not personally enter any information onto this record. Each Achievement is tied to an [IUPUI Principle of Co-Curricular Learning](#) as reflected at the bottom of the record. Note that achievements reflected by semester may have occurred during only a portion of the semester.

Student Information

Name <Student Primary Name.....>
 Student ID <Student ID #>
 Most Recent Major MS in Crim Jus and Pub Sfty

Summary of IUPUI Achievements



Achievement Timeline



IUPUI Principles of Co-Curricular Learning

Core Communication 2	Integration of Knowledge 10	Understanding Society & Culture 3
Critical Thinking 7	Interpersonal Development	Values & Ethics
Depth/Breadth/Adaptiveness 3	Intrapersonal Development 4	

Mary Beth Myers
 Registrar



Diversity



- Coordinator - Disability Awareness Week IUPUI, Indianapolis IN - 60 Hours
- Diversity Experience Title that takes up a really whole lot of room on page Someplace, Indianapolis Indiana - 50 Hours
- Multicultural Leadership Empowerment Program 40 Hours
- Diversity Experience Title #2 takes up a really whole lot of room on page Carbondale, IL - 25 Hours

Global Engagement

- Global experience #666666666666666666666666 - International Fisherman Niger's Capital, Agadez NER - 3 Semesters
- <experience info>
- <city, state/province/territory, country> - 2 Semesters



Internships



- Information Technology Intern MISO, Carmel IN USA - 780 Hours
- Accounting Intern Eli Lilly, Indianapolis IN USA - 560 Hours

Research Hours



- Undergraduate Research Opportunity Program
- Multidisciplinary Undergraduate Research Institute
- Some Other Research Program
- Summer Diversity Scholars Research Program

Leadership



- Fraternity Treasurer, Phi Delta Theta IUPUI Indianapolis IN USA - 4 Semesters
- Fraternity Vice President, Phi Delta Theta IUPUI, Indianapolis IN USA - 2 Semesters

Service Hours

- Family, School & Neighborhood Engagement
- Alternative Break Trip Leader
- Community Service Leaders
- Alternative Break Co-Coordinator
- Community Service Scholars



Official record page 2 of 2 created on <mm/dd/yyyy> for <student name> <student ID>

ELON EXPERIENCES TRANSCRIPT

GLOBAL ENGAGEMENT • INTERNSHIPS • LEADERSHIP • SERVICE • UNDERGRADUATE RESEARCH

STUDY ABROAD/STUDY USA

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experience and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of Elon University.

Name: Jane Sally Doe
 Degree: AB - Bachelor of Arts
 Major(s): English
 Minor(s): Political Science

STUDY ABROAD		LEADERSHIP		
Winter	2012 Studies in Costa Rica/ELR	Semester	Spring 2011 Resident Student Association	Vice-President
Winter	2013 Science in London/ELR	Semester	Fall 2011 Alpha Chi Omega	New Member Educat
			Spring 2012 Alpha Chi Omega	New Member Educat
			Fall 2012 SPARKS	Peer Educator
			Spring 2013 SPARKS	Peer Educator
			Spring 2013 Orientation	Head Staff
			Fall 2013 Alpha Chi Omega	Vice-President
			Spring 2014 Alpha Chi Omega	Vice-President
VOLUNTEER SERVICE		UNDERGRADUATE RESEARCH		
Spring	2011 Elon Service Day	4 hours	Spring 2012 Elon Research Forum	
Spring	2011 Cummings High School	3 hours	Fall 2012 Research in English	
Spring	2011 ElonTHON	24 hours	Fall 2013 Research in English	
Spring	2011 Service Learning	40 hours	Spring 2014 Research in English	
Fall	2011 Blood Drive	0.5 hour		
Spring	2012 Boys and Girls Club	1 hour		
Spring	2012 Alpha Chi Omega	6 hours		
Fall	2012 Alpha Chi Omega	2 hours		
Fall	2012 Alpha Chi Omega	3 hours		
Fall	2012 Habitat for Humanity	3 hours		
Spring	2013 ElonTHON	24 hours		
INTERNSHIPS/CO-OPS				
Summer	2012 Washington Center Internship	160 hours		
Spring	2012 Internship with Gallup	260 hours		



Elon University

Office of the University Registrar
Campus Box 2106
Elon, NC 27244
Phone: 336-278-6677
FAX: 336-278-6672
Email: registrar@elon.edu
Elon University website: www.elon.edu

History

In 1889 the N.C. General Assembly issued a charter for Elon College. In 1923 the College sustained a major fire and was rebuilt in 1923-1926. Elon College became Elon University in 2001. The Elon University chapter of Phi Beta Kappa was chartered in 2010.

Accreditation

Elon University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, doctor of physical therapy, and juris doctor degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4501 for questions about the accreditation of Elon University, to file a third-party comment at the time of Elon University's decennial review, or to file a complaint against Elon University for alleged non-compliance with a standard or requirement. For normal inquiries about Elon University including admissions requirements, financial aid, educational programs, etc., contact Elon University at 336-278-2000.

Elon Experiences Transcript

The Elon Experiences Transcript allows students to present a record of their participation in the five Elon Experiences.

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experience and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of Elon University.

Experiential Learning Requirement

As part of Elon University's academic requirements, all students must complete at least two experiences that fulfill their Experiential Learning Requirement (ELR). These experiences are presented on both a student's academic transcript and Elon Experiences Transcript, but are officially maintained as part of their academic transcript.

To fulfill Elon's ELR, students engage in a process that includes preparation, action, and reflection to develop the habits of mind required to transfer knowledge between experiences and classes. Elon University's mission is to develop students as socially responsible global citizens. The ELR can be met through deep engagement and reflection in any of the five Elon Experiences.

The Elon Experiences Transcript maintains a record of student experiences beyond the ELR. Most ELR experiences will appear on the Elon Experiences Transcript; however, not all items featured on the Elon Experiences Transcript earn credit toward the ELR.

Elon Experiences

Experiential learning prepares students for lives of meaningful work and service through out-of-the-classroom experiences. By engaging students in opportunities that integrate knowledge and experience, experiential learning fosters an understanding and lifelong appreciation for learning.

Elon's five signature experiential learning programs, the Elon Experiences, include the following:

1. Global Engagement: Study Abroad/Study USA
2. Internships
3. Leadership
4. Service
5. Undergraduate Research

Collectively, these programs reflect important values that add to the total college experience and prepare students as lifelong learners and global citizens.

1. Global Engagement: Study Abroad/Study USA

The Isabella Cannon Global Education Center is home to Elon's nationally recognized study abroad and study USA program. Elon is #1 in the country among master's-level institutions for the percentage of students who study abroad. Study abroad and study USA experiences completed during a semester or winter-term and other non-credit global engagement experiences are validated by the Global Education Center and included on the Elon Experiences Transcript.

2. Internships

Elon's Student Professional Development Center connects students with internship opportunities in the community and across the country. Students prepare for professional roles through these experiences and as a result are more likely to be hired upon graduation. Internship and Co-Op experiences completed for course credit are included on students' Elon Experiences Transcript in addition to internships submitted by students and validated with employers by the Student Professional Development Center.

3. Leadership

The Center for Leadership provides advanced leadership programming and training open to all students. The Center also works with a broad range of student organizations and validates key leadership positions for the Elon Experiences Transcript. All leadership experiences validated as part of the Elon Experiences Transcript reflect that students have been leading other students.

4. Service

The Kernodle Center for Service Learning and Community Engagement supports course connections and individual student connections to service opportunities in the community. Each year students, faculty, and staff demonstrate Elon's strong commitment to service through their work in the community. Service experiences with community partners, through Elon courses, campus organizations, or completed independently are submitted to the Kernodle Center by students or organization leaders for validation and inclusion on the Elon Experiences Transcript.

5. Undergraduate Research

Students work collaboratively with a faculty mentor on research projects. These research experiences prepare students for graduate school and employment opportunities. All research experiences validated by the Undergraduate Research Program for inclusion on the Elon Experiences Transcript are research activities beyond what is completed as part of regular coursework.

Fostering culturally responsive assessment

INTEGRATIVE SENIOR
CAPSTONE PROJECT

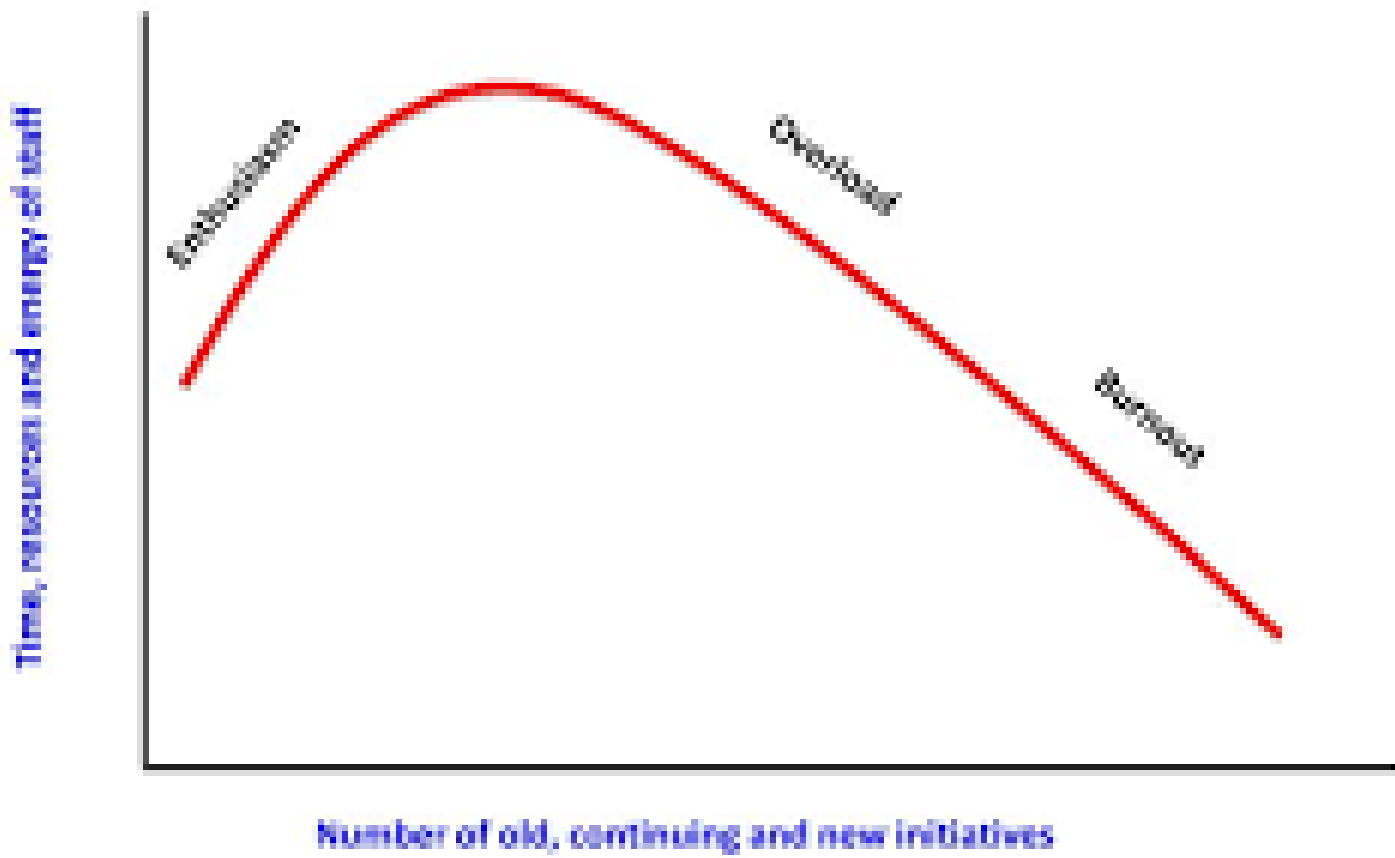
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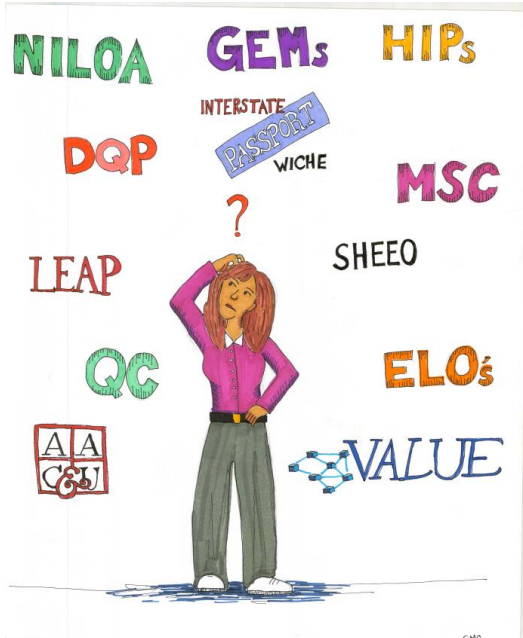
Assessment
Approaches





Law of initiative fatigue





aacu.org/faculty

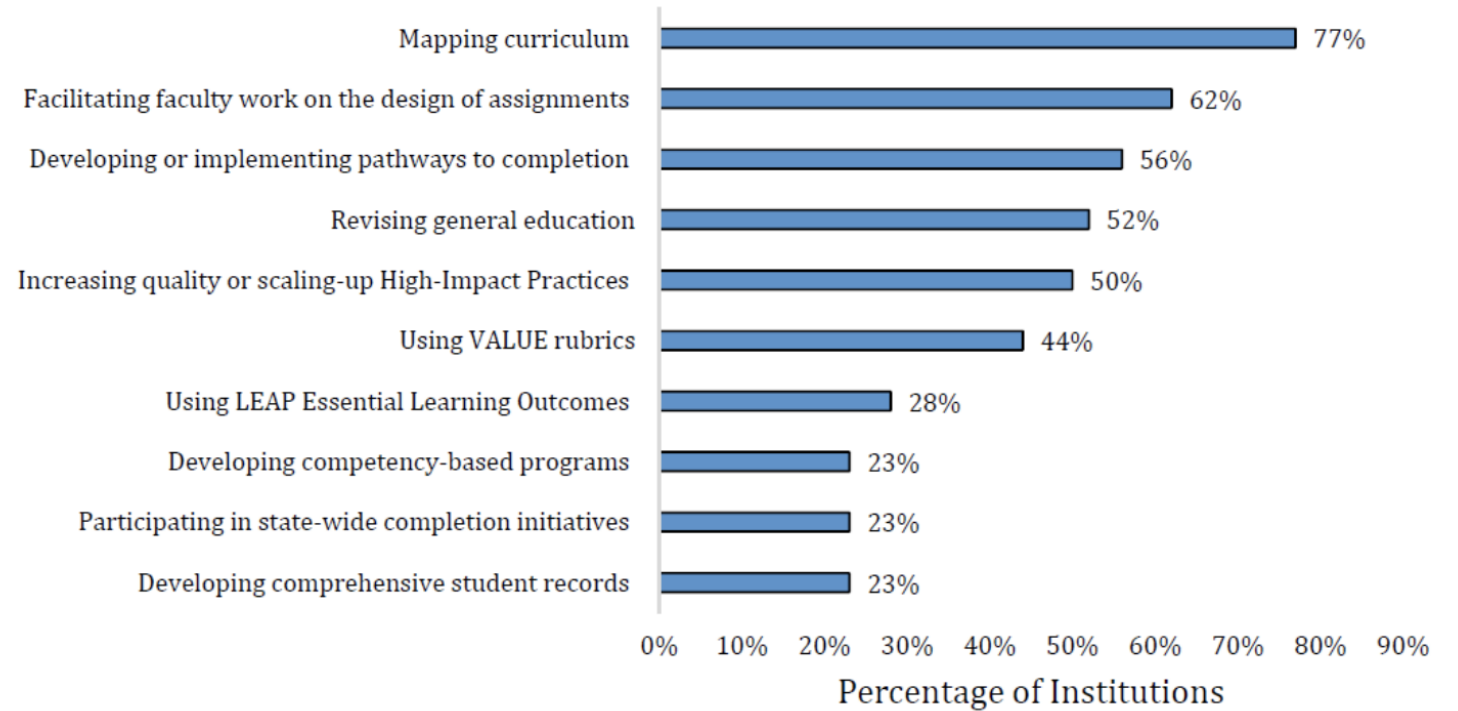


Figure 14. Extent of involvement in national, regional, and local learning related initiatives.

Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in *integrated learning opportunities over time for students to apply* and practice as well as transfer their knowledge and skills through assignments, in and out of courses.

NILOA's Response

1

Inviting faculty applications (with draft assignment)

2

Bringing the group together for a day-long meeting

3

Working in 5-6 person, facilitated “charrettes” to review one another’s assignments and give feedback.

1

Assignments are intellectual work worth sharing.

2

Classroom work yields high-quality, actionable evidence.

3

Alignment as the challenge and the payoff.

4

Assignments to promote equity goals for student success.

- Eighty percent of NILOA respondents found that the experience of sharing assignments “helped me more clearly see my assignment through my students’ eyes.”

Lessons Learned from Assignment Charrettes

Transparency in Assignments

Transparency in Teaching and Learning: <https://www.unlv.edu/provost/teachingandlearning>

Purpose

- Skills you'll practice by doing this assignment
- Content knowledge you'll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

Task


- What to do
- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

- (Are you on the right track? How to know you're doing what's expected?)

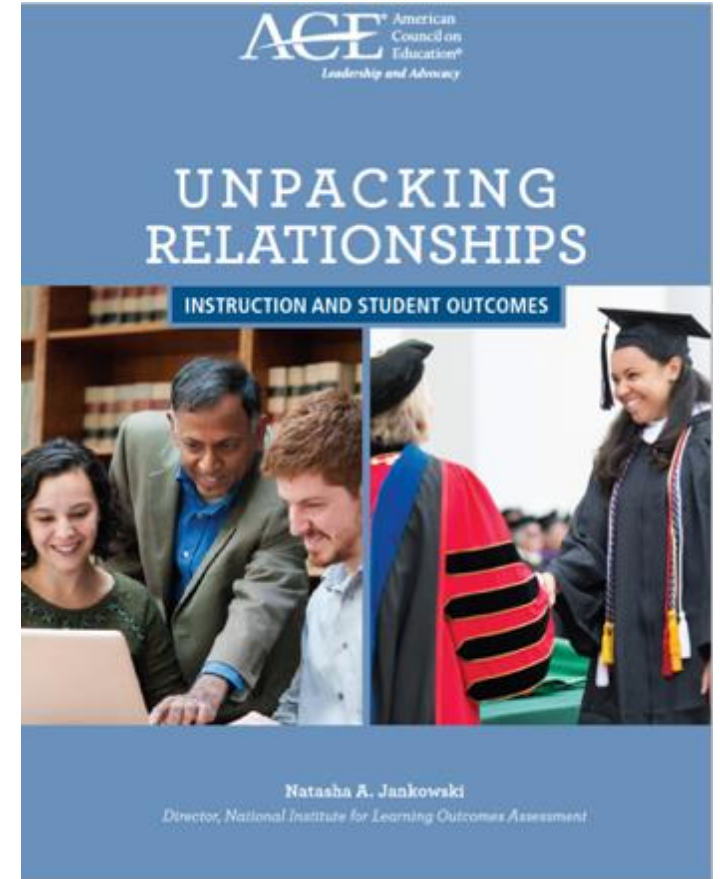
Annotated examples of successful work

- (What's good about these examples? Use the checklist to identify the successful parts.)



“We all have these things that we’re subconsciously looking for when we grade assignments...that we’re regularly disappointed with. And then you get to poking around in your assignments and realize that nowhere in there did you ever really ask them to demonstrate those things.”

*“We know that for students to persist, complete, and achieve success in college, **the learning environment matters.** Students need to feel integrated into academic and social culture, but **integration is not enough. They must be engaged.** The more engaged students are in learning environments, the more likely they are to complete, learn, and be satisfied. Further, student beliefs about their academic ability influence their success in education, **and faculty interactions sit at the intersection of reinforcing or debunking student beliefs.**”*
(Jankowski, 2017)



Mapping



Mapping has emerged as a key strategy for *examining the alignment of the different elements of learning environments* towards shared learning outcomes as well as to better understand where to assess and document learning.

Mapping is about the *process of seeing* relationships.

By mapping collectively and collaboratively, those involved are able to *unpack assumptions* about their own and others' roles and contributions to the learning of students.

Examples

Metro State College of Denver
Curriculum Mapping Template
2008-09

Each required course should be linked with at least one Learning Objective and one level* by entering the appropriate letter(s) in the relevant cell. Programs are free to include other courses as appropriate.

	Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4
XXX1234				
XXX2345				
XXX3456				
XXX4567				
XXX5678				
XXX6789				
XXX7890				

Levels - These are stated from the student's perspective and tied to Bloom's Taxonomy as much as possible.

V = discover (gain knowledge, comprehend information)

P = practice (apply knowledge gained to real situations, analyze issues and questions)

D = demonstrate (prepare a work product - exam, paper, presentation, etc. - that represents knowledge gained, application of said knowledge, and synthesis or evaluation of knowledge and ideas)

* a course might be identified as offering students the opportunity to do more than one level

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

Center for University Teaching, Learning, and Assessment
<http://uwf.edu/cutla/>

Sample Curriculum Map (Level of Skill)

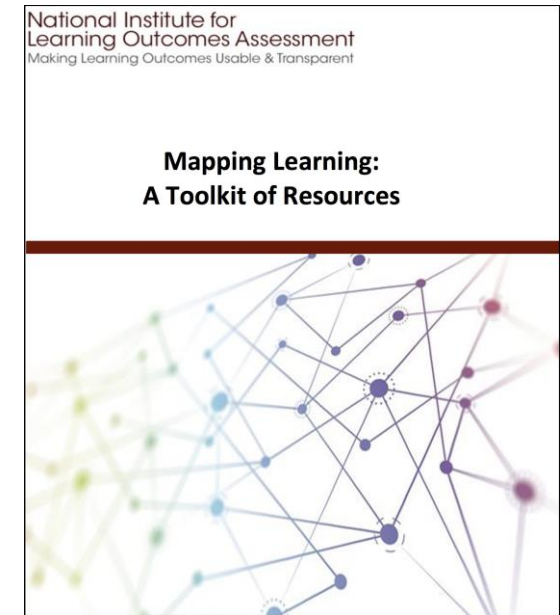
	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACUC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
Project Management								
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams			Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio

Mapping Tools

Learning Outcomes	General Education	Major Courses	Activities and Experience That Provide Support	Possible Careers
Learning Outcome 1	General education courses that support the learning outcomes	Courses that address specific outcomes	Co-curricular elements that support specific outcomes	Possible career paths related to the map
Learning Outcome 2				

Figure 4. Degree-level relationship map

NILOA Resource: Mapping Toolkit



<http://www.learningoutcomesassessment.org/NILOAReports.htm>

Mapping Tools

Learning Outcomes	Prior Learning	Courses	Other Required Courses, Recommended Electives	Activities and Experience That Provide Support	Work-Based Learning Experiences	Certifications and Licensures	Possible Careers	Learner Identified
Learning Outcome 1	Prior learning that is accepted in relation to specific outcomes	Courses that address specific outcomes	Other courses that support and reinforce specific outcomes	Co-curricular elements that support specific outcomes	Employment and other experiences that reinforce specific outcomes	Possible certifications connected to the outcomes	Possible career paths related to the map	Elements identified by learners as supporting learning outcomes
Learning Outcome 2								

LEARNING

 UNIVERSITY OF MINNESOTA ROCHESTER
Driven to Discover™
Crookston Duluth Morris Rochester Twin Cities

ADMISSIONS ACADEMICS CURRENT STUDENTS SUPPORT

Student Life ▶ Study Away from Rochester ▶ Learning Away Photo Contest

Learning Away Photo Contest

Nature's Beauty: Alek Kohn: Summer 2017 experience in the Dominican Republic



Entries:

- The photo contest is available to all UMR students who completed a learning away experience (for credit or not-for credit as part of their UMR experience) during Fall 2016, Winter Break 2016/2017, Spring 2017, or Summer 2017.



OVERVIEW

This Learning Life is a campus-wide competition celebrating the Illini learning community on our beautiful Urbana-Champaign campus. We want to see what learning looks like through your eyes! We invite you to sharpen your visual communication skills, and get prizes and recognition for it, and also get that great, personal image that will help you stand out from the crowd.

Digital storytelling has become an essential skill to communicate ideas clearly and effectively. We hear from employers all the time that they are seeking people across all disciplines who have that creative mindset. Whether you're in mechanical engineering or crop sciences, social work or microbiology, business or modern languages, if you know how to tell a story, reveal something of your inner world in a single image, or think critically about the great human endeavor to know that is learning, we want to give you the opportunity to challenge yourself. We hope your insights and perspectives will also inspire a greater awareness of the intrinsic value of the on-campus experience, here at Illinois.

All currently enrolled UIUC students are invited to enter an image, a caption and a brief narrative text to accompany the image. Entries will be judged by a multidisciplinary panel for:

- Relevance to the *This Learning Life* themes
- Originality
- Visual Impact

Student Affairs

	Learning Experience 1	Learning Experience 2	Learning Experience 3	Learning Experience 4
Learning Outcome 1	Exposure/ Participation	Reinforce/ Development		Attainment/ Achievement
Learning Outcome 2	Reflective Assignment	Presentation	Project Development	
Learning Outcome 3	Stand alone	Coupled with a course		

University of Iowa

IOWA GROW®

HOME » PRIORITIES » IOWA GROW®

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident.

Iowa GROW® (Guided Reflection on Work) uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. Iowa GROW® is focused on making student employment a "high-impact activity" - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.



Four quick questions

Iowa GROW® conversations are guided by four quick questions:

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Why GROW®?

Research on student employment shows that students know they are learning many "real world" work skills, such as time management, conflict resolution, and balancing priorities. What they may not connect on their own, however, is their classroom learning and their jobs. While some connections are really natural (e.g. a graphic design major working on a marketing team), others require a bit more thought and deliberate attention. Supervisors are very important assets in helping students make these connections between work and school.

Supervisors regularly check in with student employees on work flow, tasks, and assignments. Taking an extra minute or two to periodically check in on how students are doing in classes, and even asking them to relate what they're learning on the job to course work or vice versa can be all it takes to help get some connections firing.



It is our hope that with the tools and information provided here, you can initiate a similar intervention program with your student employees. We have provided the details of Iowa GROW® and some resources to help you design and implement the intervention in your setting.

<https://vp.studentlife.uiowa.edu/priorities/grow/>

University of Wisconsin-Madison



OTM Home | WiGrow Home | WiGrow Program Overview | WiGrow Student Supervisor Resources | WiGrow Student Employee Resou

Program Overview

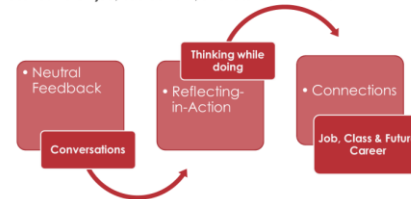
The WiGrow program aims to make student employment on campus a high-impact practice through intentional intent and reflection. WiGrow was initiated by the Student Employment Initiative, a committee comprised of directors from various divisions across the university, as part of the Vice Chancellor for Finance and Administration (VCFA) [Strat Plan for 2009-2014](#). The purpose of the Student Employment Initiative is to evaluate and intensify the impact that employment has on the achievement of the [University of Wisconsin-Madison Experience](#) and the [Essential Learning Outcomes](#). The program is an adaptation of IOWA GROW, a similar program that has been successfully implemented at the [University of Iowa](#). WiGrow was implemented in VCFA units in 2013 and Division of Student Life (DSL) units in

The current audience for the WiGrow program is UW-Madison VCFA and DSL units. Eligible units for participation program are those with student employees enrolled as undergraduate or graduate at UW-Madison. Student supervisors and student employees are the primary participants of the program with administrative representatives in each unit overseeing the execution of the program.

[2015-2016 Process Summary](#)

Program Structure

Supervisors provide neutral feedback to student employees through one structured conversation each semester. Conversations encourage student employees to reflect-in-action while working, which helps them to make connections between their job, coursework, and future endeavors.



<https://www.talent.wisc.edu/home/HideATab/WiGrow/tabid/418/Default.aspx>

Kuh & O'Donnell (2013), *Ensuring Quality & Taking High-Impact Practices to Scale.*



High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.





the **QA** commons

THE QUALITY ASSURANCE COMMONS
for HIGHER and POSTSECONDARY EDUCATION



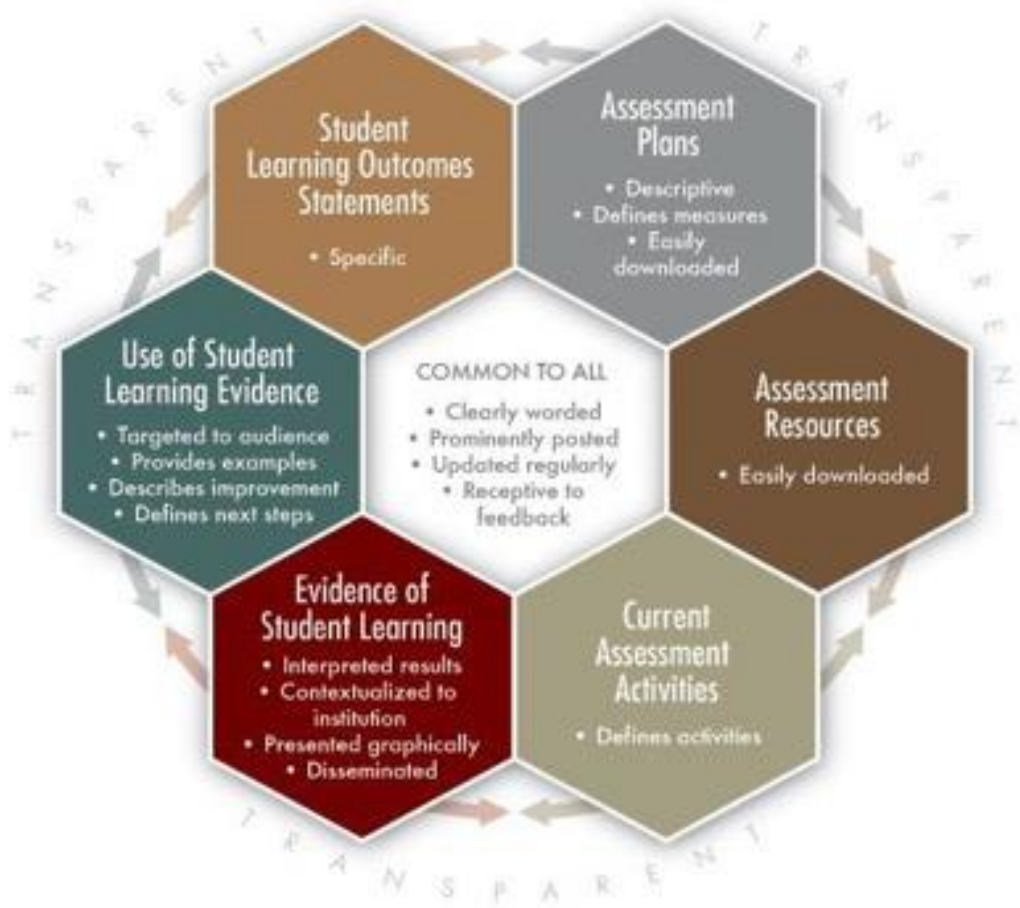
Degree Qualifications Profile, Tuning, QA Commons

Fostering culturally responsive assessment



3

Use of
Assessment
Results



EIA Designation:

1. Effectively communicating a coherent narrative of institution-level assessment of student learning
2. Communicates work to various audiences by connecting multiple points of evidence

<http://learningoutcomesassessment.org/TransparencyFramework.htm>



EXCELLENCE IN ASSESSMENT 2018 Designees



Co-sponsors: [Voluntary System of Accountability \(VSA\)](#), the National Institute for [Learning Outcomes Assessment \(NILOA\)](#), and the [Association of American Colleges and Universities \(AAC&U\)](#). VSA is a joint initiative of the [American Association of State Colleges and Universities \(AASCU\)](#) and the [Association of Public & Land-grant Universities \(APLU\)](#).



EXCELLENCE IN ASSESSMENT 2017 Designees



Co-sponsors: [Voluntary System of Accountability \(VSA\)](#), the National Institute for [Learning Outcomes Assessment \(NILOA\)](#), and the [Association of American Colleges and Universities \(AAC&U\)](#). VSA is a joint initiative of the [American Association of State Colleges and Universities \(AASCU\)](#) and the [Association of Public & Land-grant Universities \(APLU\)](#).



EXCELLENCE IN ASSESSMENT 2016 Designees



Co-sponsors: [Voluntary System of Accountability \(VSA\)](#), the National Institute for [Learning Outcomes Assessment \(NILOA\)](#), and the [Association of American Colleges and Universities \(AAC&U\)](#). VSA is a joint initiative of the [American Association of State Colleges and Universities \(AASCU\)](#) and the [Association of Public & Land-grant Universities \(APLU\)](#).

Learning Outcome Assessment Communication Continuum

Compliance posting of outcomes & select (favorable) results

More tailored posting of outcomes, by program/major experience & results for different audiences



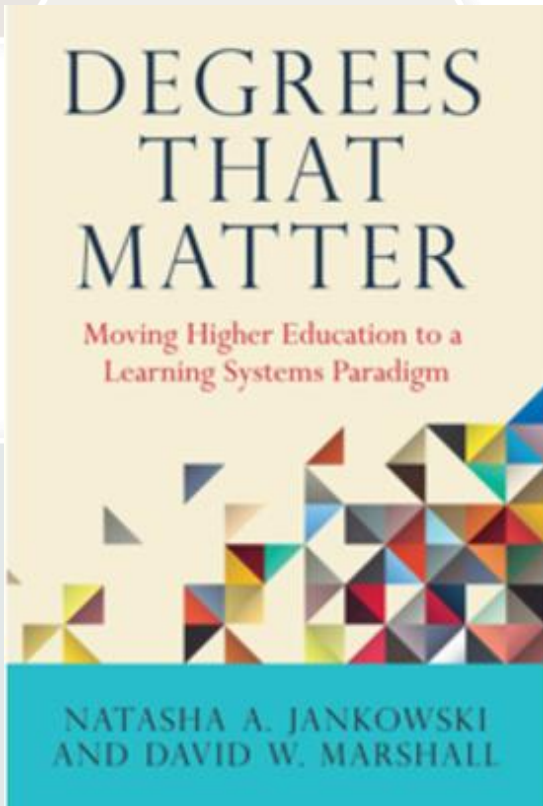
Nuanced, tailored framework for communicating outcomes, improvements, in comprehensive, student-focused, culturally responsive way

Oversharing of easy to measure outcomes & results, just to do something

More complete picture of all the places learning occurs, posting outcomes in student affairs/services & results for different audiences



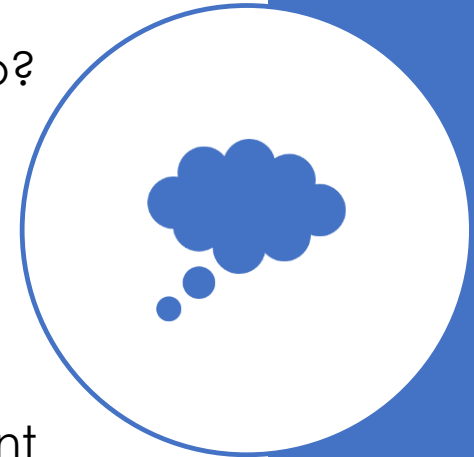
Learning Paradigm → Learning Systems Paradigm

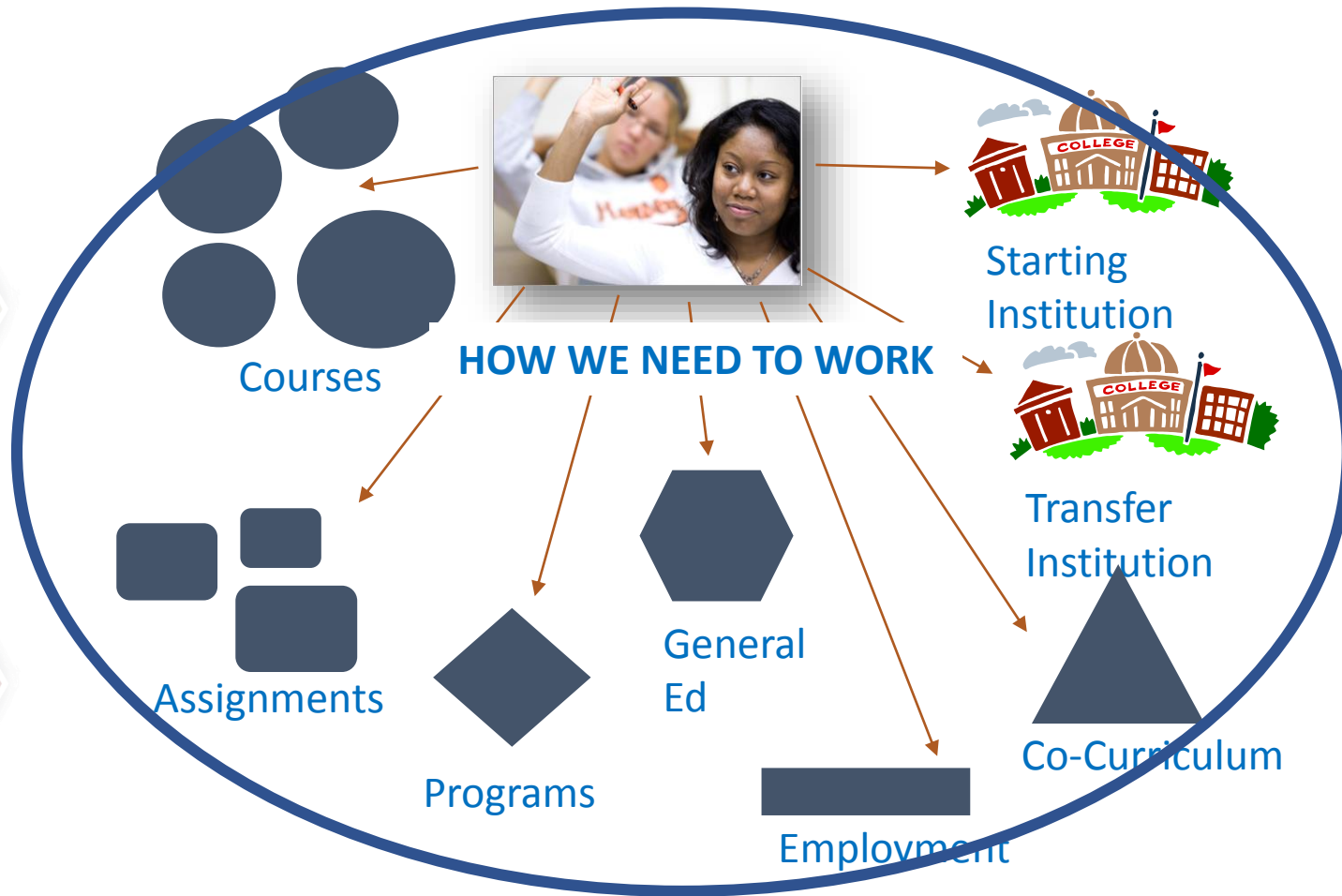


Institution-Focused	Learner-Centered
Learning assessed for a sample of students	Learning demonstrated for every student
Normative approach	Responsive approach
Summative	Formative
Structured (seat time)	Adaptive/flexible offerings
Implicit outcomes and connections	Explicit outcomes and connections
Individual courses	“our courses”
Silos/territories	Integrated and collaborative
Learning occurring in the institution	Learning happening everywhere

Another Way to Think about It: Assessment as Good Questions about T&L

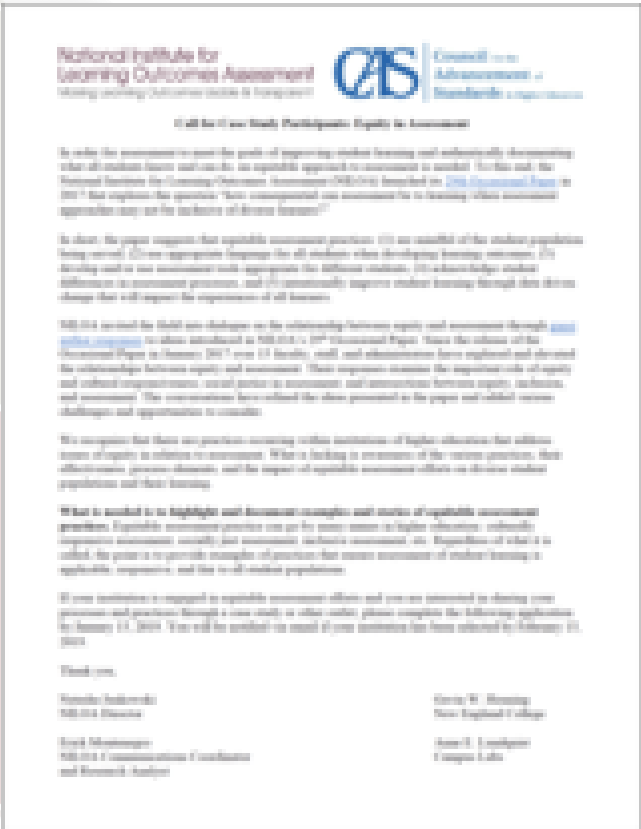
- What do we want our students to know and be able to do?
- What opportunities do we provide for developing these abilities? Are our courses “aligned”?
- How do we know if and how well students are achieving course and program goals? What is the evidence?
- How do we use that evidence to strengthen teaching, course design, curriculum, and other aspects of the student experience?
- How can we work together on these questions, building a collaborative culture of evidence and improvement?





NILOA/CAS Call for Case Study Participants: Equity in Assessment

- Provide examples of practices that ensure assessment of student learning is applicable, responsive, and fair to all student populations
- Institutions engaged in equitable assessment efforts and interested in sharing processes and practices through a case study



Reflect

What do you see as the relationship between equity and assessment?

How do we assist/create experiences that will elicit student demonstration, not limit demonstration, of a specific learning outcome?

How do you plan to continue these conversations on your own campus?
a. What challenges do you foresee?
What opportunities can you leverage to get this moving forward?

What resources/tools do you need to do so?

Assessment for Student Success Challenges

Communicating effectively about student learning remains a challenge.

Use of assessment results is increasing, but documenting improvements in student learning and the quality of teaching falls short

Equity is an important consideration in assessment work, but underemphasized in data use

Opportunities exist to integrate professional development with assessment efforts

Questions



Email us: niloa@education.illinois.edu

National Institute for Learning Outcomes Assessment

University of Illinois at Urbana-Champaign
51 Gerty Drive, Suite 196 CRC, MC-672
Champaign, IL 61820

Assignment Library: www.assignmentlibrary.org

Degree Qualifications Profile: www.degreeprofile.org

NILOA Website: www.learningoutcomesassessment.org

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