



~ Assessment of Learning Outcomes ~



Dr. Gianina Baker

Assistant Director, National Institute for Learning Outcomes Assessment
University of Illinois, Urbana- Champaign

9am: Deeper Learning Through Transparent, Equitable Assessment

Abstract: The Transparency Framework addresses the question, “How might assessment of student learning efforts be made more visible?” One avenue adopted by many campuses is to share relevant information about student learning on the institutional website. Just as making student learning outcomes more transparent is a work in progress, so is this Framework. The Framework is not a checklist to be followed but rather a guide to suggest priorities and possibilities with an eye toward communicating meaningful information about student learning that will be useful to various audiences in an online format. An institutional website that is transparent conveys information of student learning in a clear and coherent manner to a target audience. The Transparency Framework provides guideposts to consider in online communication.

- Download the entire [Transparency Framework](#).
- See examples of institutions using the [Framework in the Field](#).
- Read about the [background and development of the Transparency Framework](#).

Bio: Dr. Gianina Baker, Assistant Director, assists with the development and maintenance of partnership networks under the Lumina Foundation grant at NILOA. Her main research interests include student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, and higher education policy. She holds a Ph.D. in Educational Organization & Leadership with a Higher Education concentration from the University of Illinois, a M.A. in Human Development Counseling from Saint Louis University, and a B.A. in Psychology from Illinois Wesleyan University. Previous to this position, she was the Director of Institutional Effectiveness & Planning at Richland Community College.

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Dr. Nancy Quam-Wickham
Professor, History
CSULB

10:45am: Designing (Authentic) Assessments

Abstract. Building Authentic Assessments provides a brief overview of the principles of course alignment, transparency in assignment design, and authentic equitable assessments for improving student learning. Workshop participants be introduced to principles of backwards design to consider ways to improve assessments (assignments) to promote more equitable student learning. Opportunities for interactive participation in redesigning assignments will be provided to participants.

Bio: Dr. Nancy Quam-Wickham is a Professor of History at CSULB. Her historical research interests emphasize the connections between environmental change and labor history. In areas of practice, over the last decade she has been involved in a number of state and national K-16 initiatives, including those of the American Historical Association (Participant, Tuning the History Degree; Advisory Board Member, History Gateways Initiative); Member, Measuring College Learning Initiative, Social Science Research Council; Disciplinary Advisor, John Gardner Institute for Excellence in Undergraduate Education; Campus Coach, National Institute for Learning Outcomes Assessment (University of Illinois); Panelist and Reviewer, History-Social Science, Instructional Quality Commission, California Department of Education. Additionally, NPR's Educate! podcast recently featured her work in the classroom.



Jennifer Lares
Instructional Designer, ATS
CSULB

1pm: The Course Alignment Blueprint

Abstract: This session will take you through the process of planning an online or hybrid course. It will introduce the concept of alignment and explain how it can be achieved in a course. Faculty will be exposed to the Backward Design method and see how it is used along with a course blueprint.

Bio: Jennifer Lares has been working as an Instructional Designer in Academic Technology Services at CSULB for the last 5 years. Her background in online education extends over 10 years and experience in higher education for over 15 years. Jennifer has earned a Master's in Education, specializing in Educational Technology & Media Leadership, a Technical and Professional Writing Certificate from CSULB and a BA in Comparative Literature from San Diego State University.