Deeper Learning through Transparent, Equitable Assessment

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# National Institute for Learning Outcomes Assessment (NILOA)

NILOA is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
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- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
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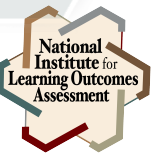
About Me
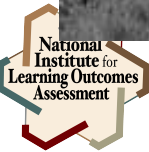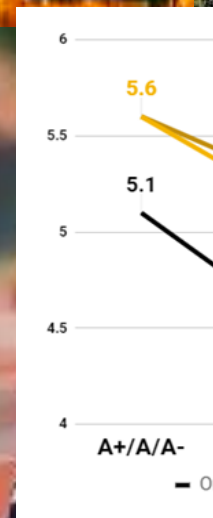
Overview

- Value and Purpose of Assessment
- Assessment Myths Quiz
- Assessment Philosophical Activity
- Equity and Assessment
- Evidence-Based Storytelling
- Transparency

"As a recovering academic, I have been startled to discover recently that students learn outside of class. Who knew? As a ... ad always ... e only in ... ght ... ass. And if ... earning ... I was

Value and Purpose of Assessment

Why do we do assessment?

What is the value and purpose of engaging in assessing student learning?

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Assessment Community Check-Ins

- Return to Assessment Basics

- This is not a test of online education. Remember: It's not about learning online; it's about learning in a global pandemic crisis.

- Compassion not compliance should drive decisions at this time.

- Listen to students and be flexible.

- Do not require a higher-level of proof in an online class then you would in face-to-face.

FLATTEN THE CURVE

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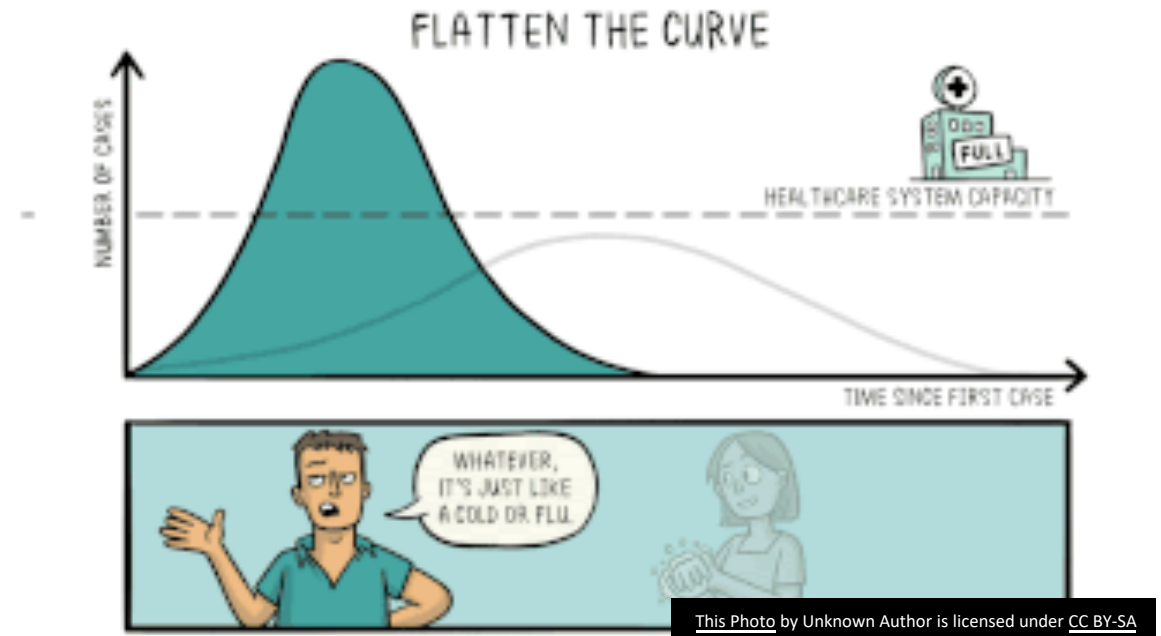
Check-Ins (cont.)

- Don't start from a point of negativity in perceptions of students to create policy. A policy should not be about blocking cheating but enabling learning.

- Modify end of course/faculty evaluations and use them as a formative planning tool.

- Assessment of student learning is ongoing this semester, the reporting of those efforts is a lower priority that can be postponed or altered.

- This is an opportunity to go beyond surface learning and into deeper learning.

Characteristics of Deep and Surface Approaches to Learning

This table from Houghton (2004) compares the characteristics and factors that encourage deep and surface approaches to learning. Compiled from Biggs (1999), Entwistle (1988) and Ramsden (1992).

		Deep learning	Surface learning
	Definition	Examining new facts and ideas critically, and tying them into existing cognitive structures and making numerous links between ideas.	Accepting new facts and ideas uncritically and attempting to store them as isolated, unconnected, items.

ASSESSMENT

Most colleges and universities find it very easy to implement assessment initiatives and engage faculty.

It takes time and energy. It is a process and we need top-down and bottom-up involvement for assessment initiatives to be successful.

The biggest challenge for most colleges and universities is that they don't have enough data to make informed assessment decisions.

FALSE

Most institutions have enough data. The challenges often involve prioritizing activities, clarity of process, ways to organize the data, and closing the loop or using the data.

When it comes to the number of student learning outcomes (SLOs), in general the more SLOs, the better.

FALSE

All SLOs need to be measured. There isn't an absolute rule for the number of SLOs for an institution or program. However, many experts suggest 3-7 SLOs may be optimal.

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Institutions that are most successful with their assessment initiatives usually have one key person such as an assessment director who works in isolation to plan, collect, analyze, and use the data.

FALSE

It takes a village. Sometimes that is messy and slow, but assessment takes a team.

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For assessment activities to be useful and stay fresh, outcomes and assessment activities should be significantly changed every year.

Of course outcomes, assessments, rubrics, etc. will need to be evaluated and altered over time. However, there must be some consistency to look for change over time and to successfully implement the program.

When an institution works on student learning outcomes and assessment initiatives, they should look to their own mission statement and strategic plan as a first step.

TRUE

The mission and the strategic plan should be linked to learning outcomes and assessment activities. This is a good starting point.

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Where You Sit Influences What You See

Knowing what happens at the program or department level in student learning outcomes assessment from the faculty and staff working in these programs and departments is essential for an accurate, informed portrayal of the state of the art essment.

From where you sit (as dean, department chair, faculty, staff), how do you currently view assessment?

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Assessment Philosophical Statements Activity

1. For each of the philosophical statements, indicate your level of agreement ranging from 0-4, where "0" = do not agree and "4" = absolutely agree.

2. On the second page of the activity, add together each of the scores for each color, or if not in color by each abbreviation (TL, M, C, SC).

3. Put total amounts in the result table.

	Philosophical Statements	Do Not Agree = 0 to Absolutely Agree = 4	
1.	Assessment of student learning is a necessary element of effective classroom teaching.		TL
2.	Results of assessment of student learning are used to improve teaching processes and practices.		TL
3.	Assessment of student learning should be held to the same evidentiary standards as objective, empirical research.		M
4.	Assessment of student learning does not provide evidence to improve teaching and learning.		C
5.	Assessment measures should be responsive to different student populations.		SC
6.	Assessment of student learning is for reporting to external entities.		C
7.	Assessment of student learning is not a faculty responsibility.		C
8.	Principles of scientific measurement (i.e., reliability, validity, sample size) should drive assessment of student learning measures.		M
9.	Involving students in assessment (beyond completing an assessment) makes the results inherently invalid.		M
10.	The only reason to assess student learning is to meet accreditation or programmatic requirements.		C
11.	Assessment of student learning is a waste of faculty time.		C
12.	Evidence of student learning is used to inform students about their learning.		SC
13.	Assessment of student learning is a shared responsibility of faculty, staff, and students.		TL
14.	Students are active participants in assessment processes.		SC
15.	Assessment is a part of the teaching and learning process whereby faculty learn about their own practice.		TL
16.	Students, when appropriate, should be able to provide their own evidence of learning outcome attainment.		SC

Scoring

- For each of the statement types, the closer your score is to 24 (the highest amount you can get by giving all 4s to each statement in an individual category), the stronger you agree with the statements in that group.

- It is highly unlikely that an individual will fall solely into one category, but instead have two or more to which they align.

- For instance, it might be that someone is student-centered (score of 19) and focused on teaching and learning (score of 17), but also cares strongly about how best to objectively measure learning (score of 15).

Four philosophical viewpoints on purpose and function of assessment of student learning

Teaching and Learning:

- Assessment is viewed as part of pedagogy and student learning, driven by faculty questions about their classroom and programmatic practices in ways that guide future developments in both teaching and learning.

- Purpose of assessment is formative, and to enhance faculty teaching and student learning.

- Process of assessment is viewed as one of learning and as embedded within teaching and learning.

Measurement:

- **Co**ncerns about determining valid and reliable approaches to gathering data on student learning drive decisions and discussions on assessing student learning.

- Assessment is about measurement and determining the most appropriate and accurate measures to document and record learning as well as programmatic or institutional impact on learning.

- Comparisons, longitudinal data, and controls are viewed as an integral part of measurement issues.

Viewpoints (cont.)

Compliance/Reporting:

- Assessment is viewed as undertaken solely to meet the requirements and demands of administrators, accrediting bodies, and state agencies.

- Assessment is simply about meeting the needs and requirements of external entities for purposes of reporting.

- It is about doing what is asked, checking a box, and moving on with your day.

Student-Centered:

- Assessment is viewed as a mechanism by which students can learn about their own learning by being an active participant in the assessment process.

- Assessment here is about a reflective and engaged process in which students learn about themselves as learners, how they learn, what they know, and are actively involved in and an agent of their own learning process.

- Students are not simply the object of assessment, but the primary beneficiaries.

Reflective Questions

- What do the results mean about how you go about assessing student learning, the types of changes made, and the types of questions asked?

- Reflect on what the results means for your own work and the processes and practices of assessment within your institution.

- You might even want to examine your beliefs over time, completing the activity again at a later date.

Coming to Terms

Assessment is…

- Finding out whether my students are learning what I think I'm teaching (a faculty member at a long-ago workshop)

- A systematic process for understanding and improving student learning (Angelo, 1995)

- An integral component of learning (Alverno College)

- The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Palombo & Banta, 1999)

- "…. any effort to **gather, analyze** and **interpret evidence/data** that describes institutional, divisional or departmental **effectiveness**" (adapted Upcraft & Schuh, 2001)

- " an **ongoing process** aimed at understanding and **improving student learning**" (AAHE, 1995)

- Your additions? How do you describe assessment?

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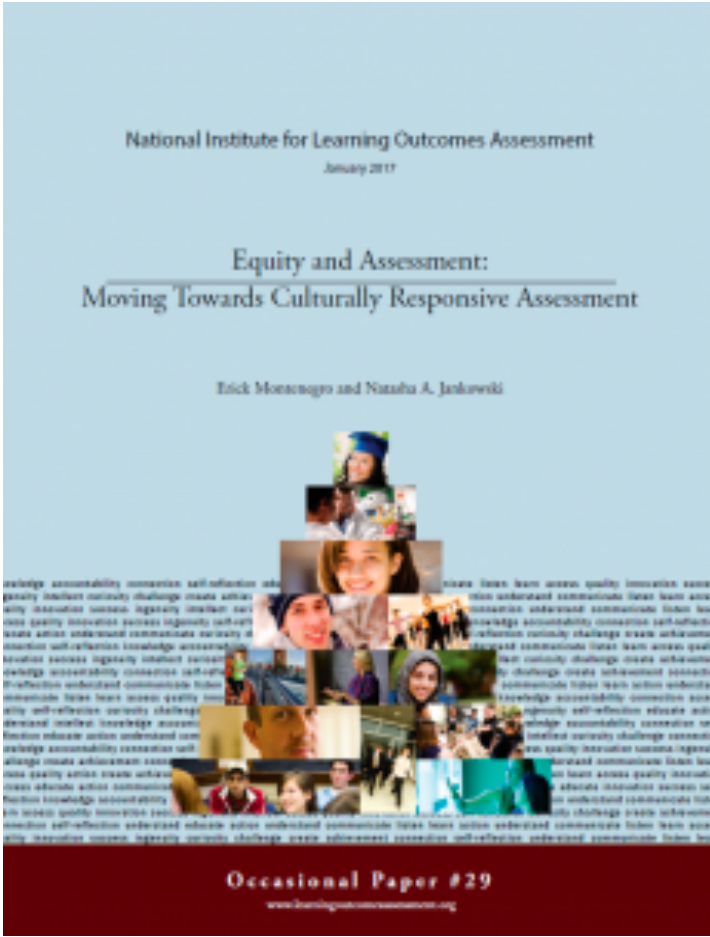## Assessment as Good Questions about T&L

- 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?

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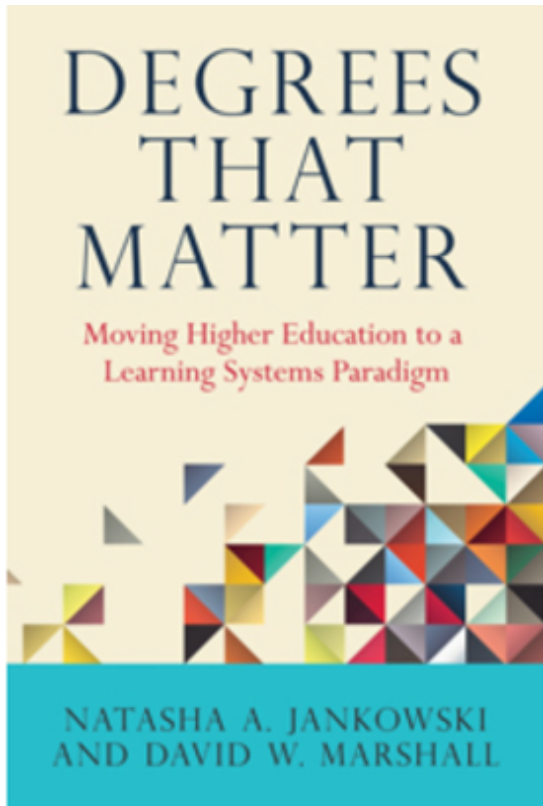
Institution-Focused	Learner-Centered
Learning assessed for a sample of students	Learning demonstrated for every student
Normative approach	Responsive approach
Summative	Formative
Structured (seat time)	Adaptive/flexible offerings
Implicit outcomes and connections	Explicit outcomes and connections
Individual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

DEGREES THAT MATTER

Moving Higher Education to a Learning Systems Paradigm

NATASHA A. JANKOWSKI AND DAVID W. MARSHALL

Equity and Assessment

National Institute for Learning Outcomes Assessment
January 2017

Equity and Assessment:
Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski

Occasional Paper #29
www.learningoutcomesassessment.org

January 2020
Nº 42

National Institute for Learning Outcomes Assessment

A New Decade for Assessment: Embedding Equity into Assessment Praxis

Erick Montenegro
& Natasha A. Jankowski

www.learningoutcomesassessment.org

Fostering culturally responsive assessment

Student Learning Outcome Statements

Assessment Approaches

Use of Assessment Results

So, what is CSULB's story?

Successful students graduate from CSULB with an intellectually rigorous education, in a time appropriate to their goals and learning, and well prepared for their future as responsible citizens.

Institutional Learning Outcomes highlight the knowledge, skills, and abilities all students are expected to have upon graduating from CSULB.

Graduates will be:

- Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study;

- Critically and ethically engaged in global and local issues;

- Knowledgeable and respectful of the diversity of individuals, groups, and cultures;

- Accomplished at integrating the skills of a liberal education with disciplinary or professional competency;

- Skilled in collaborative problem-solving, research, and creative activity.

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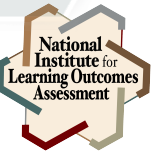
Equity-minded assessment entails the following actions:

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.

"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)**

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.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

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.

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.

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LEAP
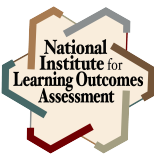
Student Affairs Assessment Leaders (SAAL) Statement

BLACK LIVES MATTER

Our country grieves the lives of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery, as well as many, many more Black lives and minds lost to systemic, anti-Black violence. The pain and current response are rooted in 400 years of racialized violence. This violence is not new to our country nor to our institutions. Most of us work at campuses and live in neighborhoods that are rooted in systems of slavery, theft of indigenous lands, and/or exploitation of people of color.

[Assessment is not exempt from being complicit or contributing to oppression, biased interpretation, erasure of identities, or inviting only privileged perspectives for contributions. While we work as assessment professionals, we are human beings and still subject to the biases of our cultures.](#) To serve our diverse students, colleagues, and institutions, we must work to eliminate these biases from our work and our lives. To this end, the Board of Student Affairs Assessment Leaders recommends actions for individual members and pledge actions that you, the members, can and should expect from us.

SAAL RECOMMENDATIONS FOR INDIVIDUAL ACTION:

Thank you to all Black, Indigenous, and People of Color who have been doing this work. This work carries inescapable physical and emotional labor, which takes a toll on health and wellness. You deserve time, space, and support to recharge and refresh. You deserve to do as our colleagues teach our students--that is, to practice wise self-care.

Here are action steps we can all continue or start to take as assessment leaders:

- Educate yourself on [critical assessment theory and practice](#) and share with others.

- Be active and engaged in forwarding anti-racist work in all the ways that you can. Equity and inclusion are not add-ons to our work, but should always be centered in what we do.

- Develop an [equity scorecard](#) to highlight strengths and opportunities to advance equity.

- Invite people with diverse perspectives to the table, especially when developing measures and learning outcomes.

- Engage in [methodological pluralism](#). One method of data collection fosters one way of telling a story.

- When analyzing and interpreting data, pull together a diverse group of individuals to do so. If you are interpreting data regarding historically underrepresented students, engage with such students to facilitate the opportunity to inform and shape the narrative.

Action Steps (cont.)

- Disaggregate data to explore diverse lived experiences. Relying on averages masks the margins. In addition to data disaggregation, conduct within-group analysis rather than assuming homogeneity.

- When interpreting data related to historically marginalized groups, work to avoid fostering stereotyping or taking a deficit-based approach. Include students in the interpretation to contextualize the data.

- When conducting cross-group analysis and comparisons: 1) use approaches that do not require a large N, effectively silencing marginalized groups 2) do not compare historically marginalized students to white students without contextualizing their experiences.

- Work with diverse groups to develop assessment questions so that questions are not chronically reflective of historically dominant perspectives.

SAAL Reflection Questions

- Engage in active self-reflection or reflexivity.
  - How do your identities shape your approach to data collection and analysis?
  - What voices are elevated?
  - How is evidence determined to be valid?
  - Who has a say in the credibility of evidence?

- Ask yourself, "Am I willing to risk my power, privilege, position to be an ally to people of color?" Get to a place of yes.

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

A Good Story

A good story is easy to read, introduces a problem, and shares how the problem was solved, highlighting the role of the institution in addressing the problem. **We need context and a story, because evidence gives stories substance, but stories give evidence meaning.** Our stories can be our context, our histories, our missions, our organizational saga, it is how we see the world and why we do what we do.

Why Stories?

Shadiow (2013) presents a process to see stories "as something other than **sentimental anecdotes** with thinly veiled lessons" but instead as a mechanism by which we may reflect on our practices and teaching (p. viii).

Assessment Today

Assessment That Matters: Trending Toward Practices that Document Authentic Student Learning

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

Natasha A. Jankowski
Jennifer D. Timmer
Jillian Kinzie
George D. Kuh
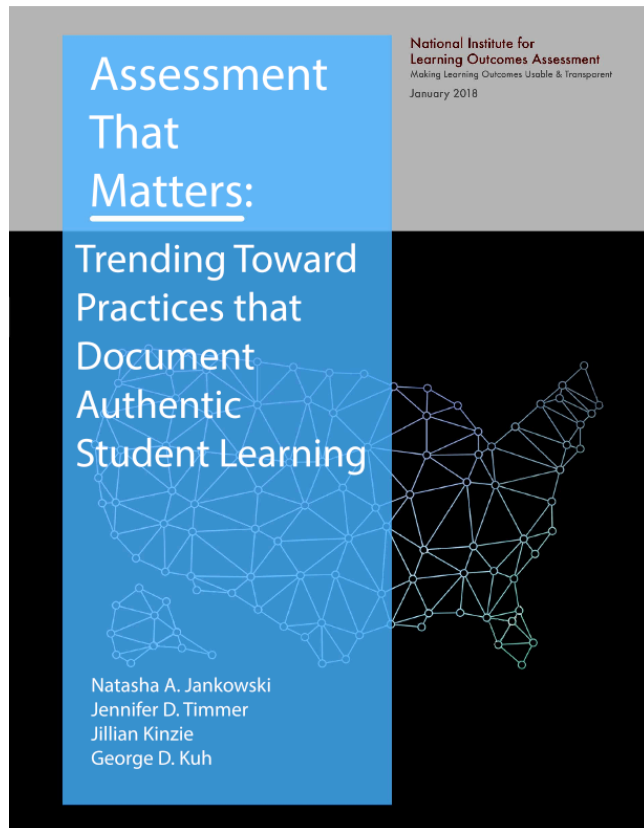
1. Most institutions have statements of student learning aligned throughout the institution.

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.

Communication Finding

Communicating effectively about student learning remains a challenge.

Colleges and universities must more clearly and persuasively communicate relevant, timely, and contextualized information on their impact on students and value to society.
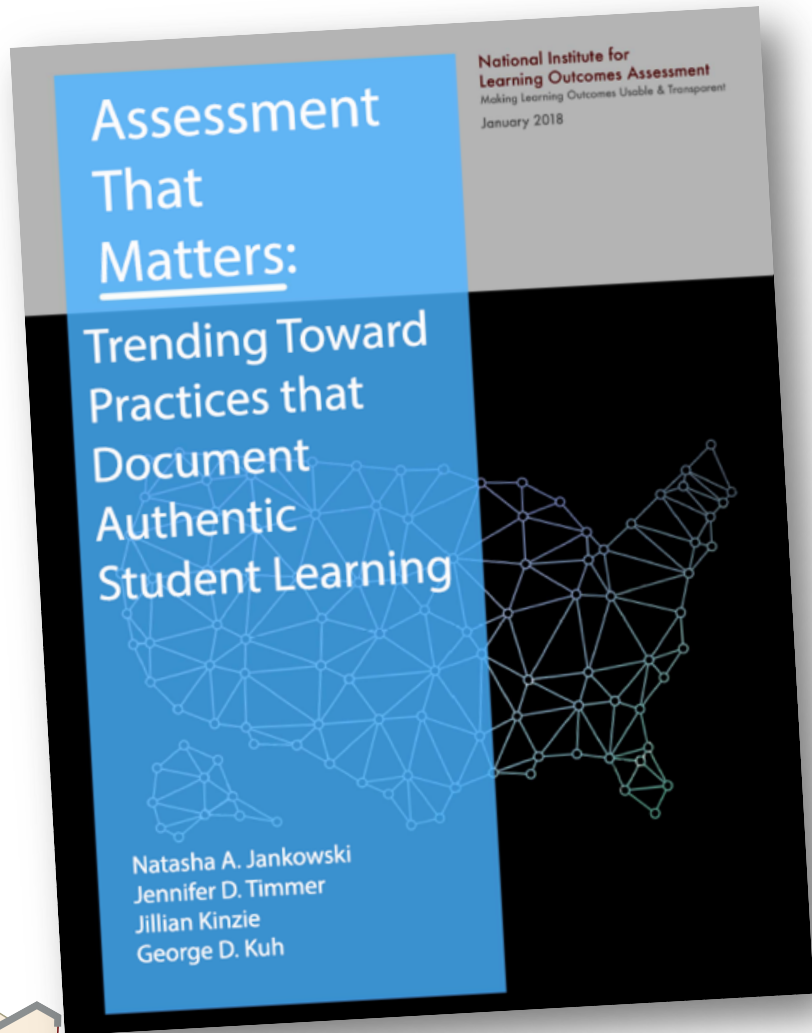
Communication Finding
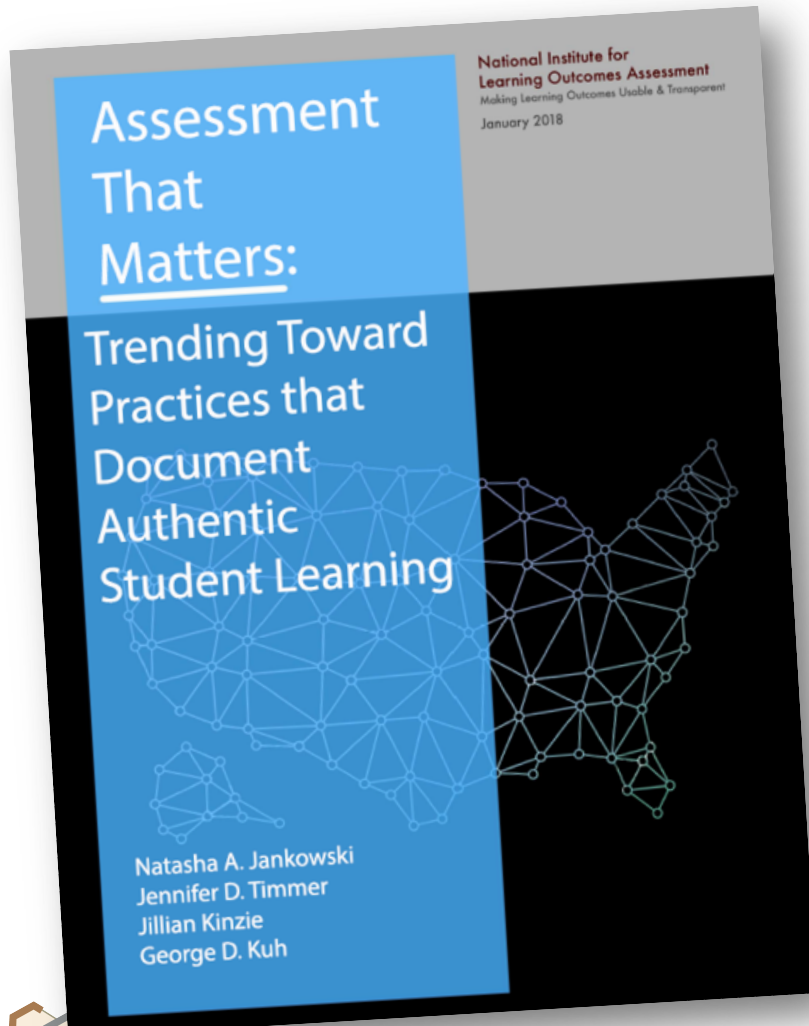
Effectively communicating information about **student learning** remains a target of opportunity.

Institutions provide limited publicly available information on their websites.

And, what was most important to provosts was not *what* to share, but *how* to share information.

Current Approaches

- Overwhelm with access to data without meaning making
- Scatter shot bullet lists of processes attempting to guess what people want
- Archives of reports that document our processes – but provide a history of data collection or changes made
- Individual student stories of success (internships)

Hello? Is anybody out there? Does anyone care?

- Do audiences on and off campus understand the role and importance of outcomes?

- Lack of consensus on whether information shared should be comparable across institutions; should provide program-level or be institution-level evidence only; and present evidence of learner gains, growth, or value-added by the institution

Presenta and Interpret Gap

Gap betwee audience understandir assessment evidence.
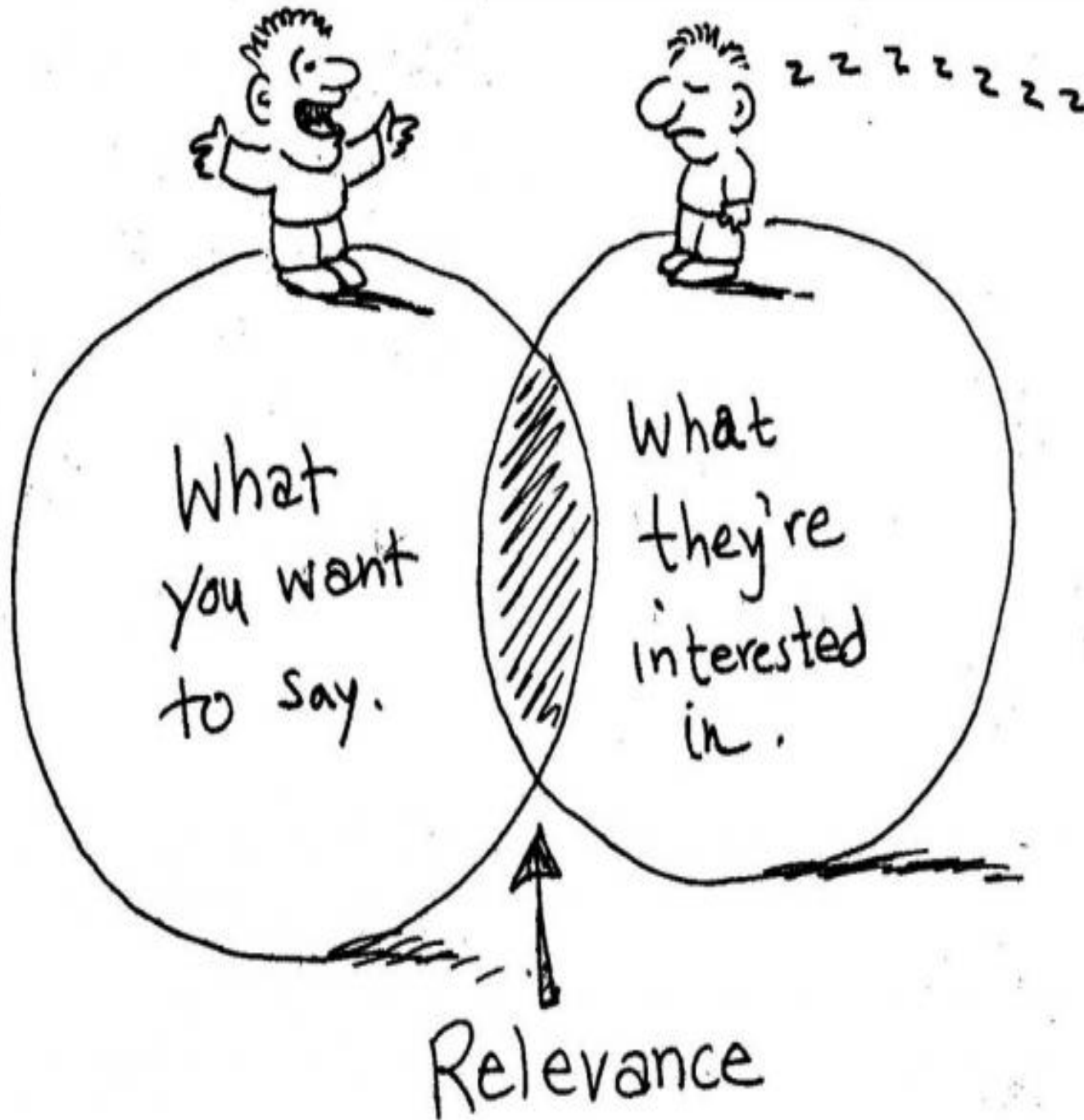
try at ur value we nunities. I siders ng. **We can sults or data nterpret enefit to cy."** ~Provost

Meaning Making Go...

Communicating outputs is not sufficient. Outcome results must be made more meaningful for target audiences.
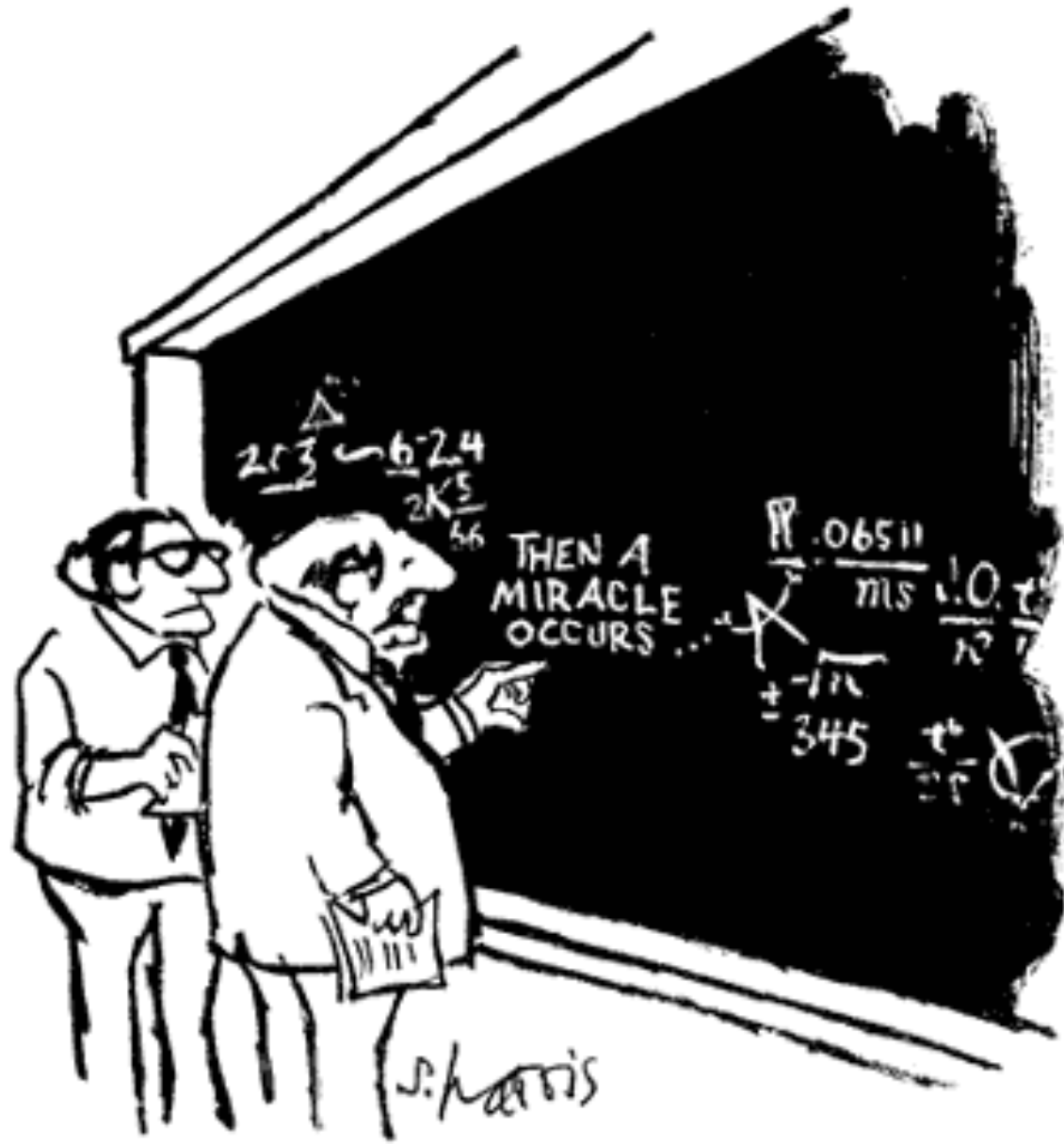
"I think you should be more explicit here in step two."

...ccomplish. First,
...o become familiar
...earning
...rtant, how they are
... the results, as well
... in response....This is
...and communicating
...and beginning
...for student learning
...or instance,
...assessment of the
...find ways to help
...of the results."

~Provost

Provosts: What's important outcome information to share publically?

- information on accreditation
- retention, persistence, graduation, & completion rates
- licensure & certification exam pass rates
- job placement & salaries
- return on investment
- costs

Provosts Asked for Help…

- A little about <u>what</u> to share,
- <u>How</u> to share (mostly externally),
- <u>How</u> to communicate a nuanced, complex picture of student learning that couples evidence of learning outcomes with student success data such as persistence and graduation rates.

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

NILOA Transparency Framework

Student Learning Outcomes Statements
- Applicable to all students

Plans
- Descriptive
- Defines measures
- Easily downloaded

Use of Student Learning Evidence
- Targeted to audience
- Provides examples
- Describes improvement
- Defines next steps

COMMON TO ALL
- Clearly worded
- Prominently posted
- Updated regularly
- Receptive to feedback

Assessment Resources
- Easily downloaded

Evidence of Student Learning
- Interpreted results
- Contextualized to institution
- Presented graphically
- Disseminated

Current Assessment Activities
- Defines activities

Transparency Framework Components

Assessment Resources

Assessment Plans

Current Assessment Activities

Use of Student Learning Evidence

Evidence of Student Learning

Student Learning Outcomes Statements

For instance…

"Educational assessment is at heart an exercise in evidentiary reasoning. From a handful of things that students say, do, or make, we want to draw inferences about what they know, can do, or have accomplished more broadly." (Mislevy & Riconscente, 2005, p. iv).

Evidence-Based Storytelling

Evidence of student learning is used in **support of claims or arguments** about **improvement and accountability** told through **stories** to **persuade a specific audience.**

Need to tell our story and help students tell theirs.

Argumentation Models

Toulmin (2003)

Evidence $\longrightarrow$ Claim

Warrant
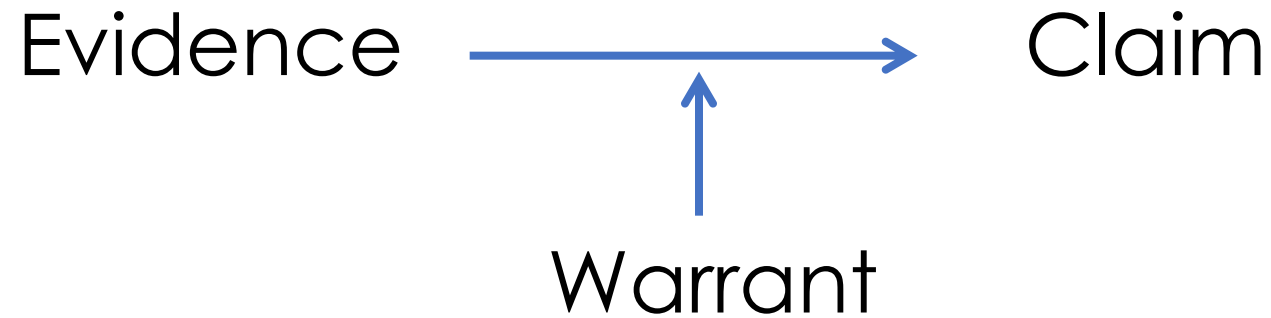
Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?

COUNTING AND

Assessment and the Quest for Accountability

By Lee S. Shulman

Accounting is essentially a form of narrative.
—*Dina Shulman*

hen my daughter Dina returned from her first class

What do we want to know about students?

- What argument do you want to make about your students' learning?

- What type of evidence would be necessary to make the argument?

For instance…

"Educational assessment is at heart an exercise in evidentiary reasoning. From a handful of things that students say, do, or make, we want to draw inferences about what they know, can do, or have accomplished more broadly." (Mislevy & Riconscente, 2005, p. iv).

Assessment as part of our story

Makela and Rooney (2012) write of telling a story – that assessment "is essentially a process of telling a story about our people, programs, and services" that are told to many different people, in many different ways, with many different foci. They argue that the "storyline surrounding an assessment ultimately aims to include enough evidence to make well-reasoned assertions…" (p. 2)

Example: XYZ Community College

The Internal Narrative

- Successful SACSCOC visit
- Progress on meaningful outcomes
- Progress on Planning for Improvement
- Support for outcomes/assessment process
- Attention toward best practices, VALUE rubrics, exposure for faculty and unit leaders
- Strong internal management processes for tracking, monitoring, decision making
- Positive engagement with faculty, unit leaders, staff across the institution
- Prior to visit – Not a great deal of interunit visibility/accessibility of unit based assessment

The External Narrative (Public)

- Polished Site
- Programs/Units Visible
- Academic Affairs represented & accessible
- Student affairs represented & utilitarian
- Office of Research
  - Defined, Directory, a few 'how to' webinars on assessment for faculty/unit leaders
  - SACSCOC & Reporting excerpts

XYZ Community College (cont.)

The 'Excavated' Narrative

- 3 campuses with 20 off campus sites
- Exceptional Licensure Pass rates
- Exceptionally high Employer Satisfaction
- Among comparison group (N=18) highest percentage of African American and Latino women
- Full Time Retention rates ahead of comparison group
- Highest first time, first degree completion rates for African American and Latino women
- Highest overall graduation rates for full time, first time degree/certificate seeking undergrads

In 2 sentences, what is distinct about CSULB and/or your program and the students whom you serve?

So, what is CSULB's story?

	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		

Figure 4. Degree-level relationship map
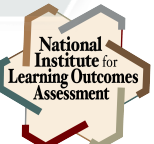
Excellence in Assessment (EIA) Designation

- National recognition for institution-level assessment

- Evaluation based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework

- Designation is for the institution as a whole – this includes - student affairs & external stakeholders

- Joint designation of VSA Analytics, NILOA, and the Association of American Colleges & Universities (AAC&U)
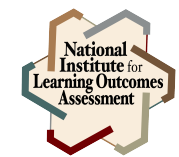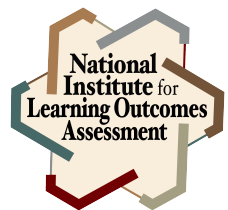
Excellence in Assessment Designations

- National recognition program for institution assessment leaders at two levels
  - Excellence
  - Sustained Excellence

- Evaluation based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework

- Focus on institution-wide assessment – including student affairs & external stakeholders

- Joint project of the VSA, NILOA, and the Association of American Colleges & Universities (AAC&U)

Application Components

- Letter from Senior Campus Leadership
- Annotated list of individuals and groups engaged in assessment activities across campus
- Application narrative
  - Self study reflection process
  - Draws heavily on components of the NILOA Transparency Framework
  - Reflection and Growth/Improvement Plan
- Evaluation by national assessment experts

Evidence-Based Storytelling Toolkit

https://www.learningoutcomesassessment.org/evidence-based-storytelling/

October 2019

National Institute for Learning Outcomes Assessment

Building a Narrative via Evidence-Based Storytelling

A Toolkit for Practice

Natasha Jankowski & Gianina Baker

www.learningoutcomesassessment.org
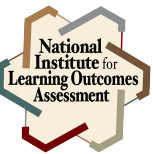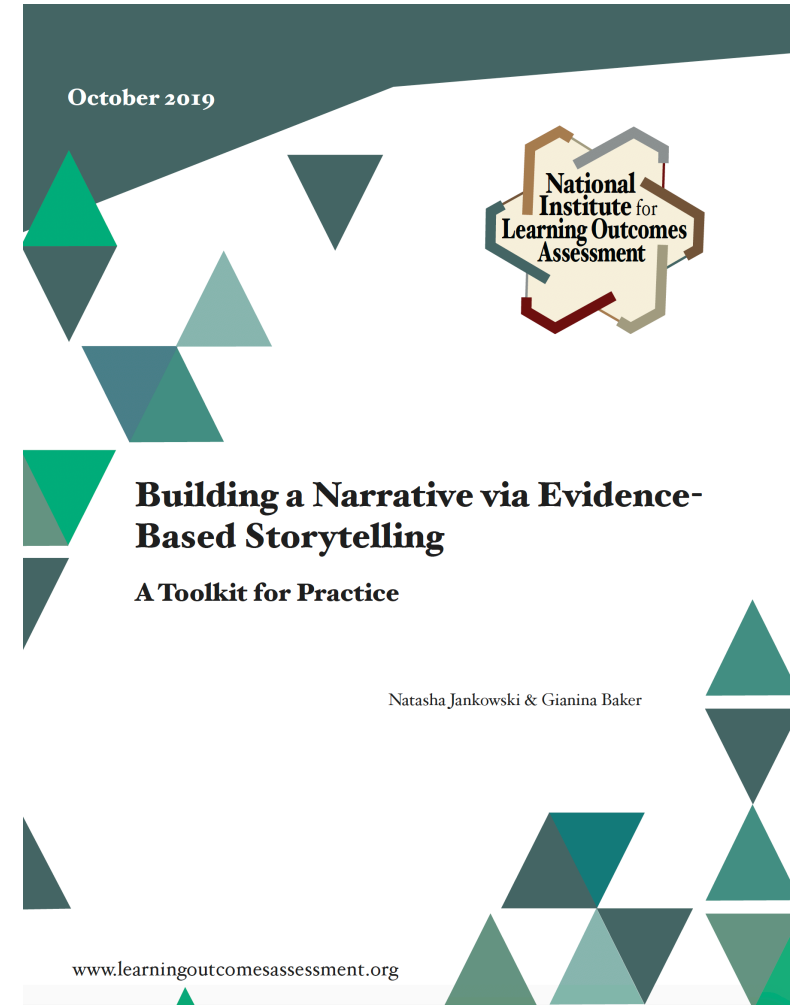
Thoughts on *how* to share…

- We need to provide reports that begin the meaning making process for readers - we need to synthesize information and present findings

- We need to connect the data to real people – making the information lived and tied to a story or persona, allows readers to connect with the information leading to more likely use of the data to inform practice

- We tend to report by instrument, not topic, missing opportunities to pull data together across various sources
  - Be mindful of direct and indirect measures of assessment and how they can provide strong evidence when used together

Final Points

- Target report to institutional priorities: mission; strategic plan; state mandates; initiatives; take a look at committee titles to get an idea of current areas of work

- Ask before including: is it something you can do anything about? Can we impact this number? Or is this contextual information that needs to be included regardless?

- Remember: It's about the argument being presented and less about methodology. If people attack the methods its because they don't want to believe the data. They need a compelling narrative and enough information to trust the data being used in an argument.

Transparency and COVID-19

Transparency can be a mechanism by which we make the value and worth of educational experiences clear to students, help them make decisions on how to navigate education, as well as determine where to put their attention during a global pandemic crisis. It's also just smart educational practice.

Transparency in Learning: Transparency to Students

Who is aware of learning outcomes? When and in what ways?

Are students clear on why they are doing assignments or different tasks? How their learning connects across course or experiences or employment?

Can we measure students on things they weren't aware they were being measured upon?

Do they know they learned something? And was it what we intended?

Many institutional leaders have little experience talking publicly about data that represents the core of their school's performance—about what actually happens to students in classrooms, laboratories, studios, practice fields, and beyond. **But with practice and patience, we will all get better at deciding what to measure, how to measure it, and using what we learn to improve the quality.**

-George Kuh (2007), Risky Business, Change Magazine

Select Resources from Presentation

- Evidence-Based Storytelling:

https://www.learningoutcomesassessment.org/evidence-based-storytelling/

- Excellence in Assessment Designation: https://www.learningoutcomesassessment.org/eia/
- Assessment Update: Schools of thought on assessment(subscription) https://onlinelibrary.wiley.com/doi/10.1002/au.30096
- Occasional Papers on Various Topics Regarding Faculty: https://www.learningoutcomesassessment.org/publications/occasional-papers/#1538502447675-e8c7aa0d-4bf5
- NILOA Assignment Library: https://www.learningoutcomesassessment.org/ourwork/assignment-library/
- NILOA Transparency Framework: https://www.learningoutcomesassessment.org/ourwork/transparency-framework/
- January 2018 NILOA National Survey Findings: https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/2018SurveyReport.pdf

Questions

Email us: niloa@education.illinois.edu
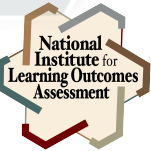
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