MAKING ASSESSMENT MATTER TO FACULTY AND STUDENTS

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NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT

MODERATOR:
LOREN BLANCHARD, CALIFORNIA STATE UNIVERSITY
Program and Course Outcome Assessment in the CSU
Program Evaluation

Propensity Score Comparative Analysis: To explore the potential effect of High-Impact Practices (HIPs) on persistence rates, this graph compares the outcomes of HIP participants with those whom did not participate but who share similar observable characteristics.

First Year Experience
Chico 2009 1st Year Persistence

# of Matched Participants
964

Comparison Group Results
Chico 1st Year Persistence
79%

Find out more about this program.
Analysis of Course Grades

Non-Passing Grades Chart

Data Table
Chart Explanation
Methodology
Applying This Data
Further Resources

Chart showing the analysis of course grades with different categories of grades and departments.
## Analysis of Course GPA Gaps – URM and Non-URM

### URM Gaps Chart

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Code</th>
<th>Achievement Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology</td>
<td>GEOL306</td>
<td>0.93 Course GPA Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93 Students</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY310</td>
<td>0.77 Course GPA Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>162 Students</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS360</td>
<td>0.62 Course GPA Gap</td>
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<tr>
<td></td>
<td></td>
<td>83 Students</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY410</td>
<td>0.59 Course GPA Gap</td>
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<tr>
<td></td>
<td></td>
<td>474 Students</td>
</tr>
<tr>
<td>Astronomy</td>
<td>ASTR350</td>
<td>0.54 Course GPA Gap</td>
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<tr>
<td></td>
<td></td>
<td>39 Students</td>
</tr>
<tr>
<td>Math &amp; Statistics</td>
<td>MATH337</td>
<td>0.52 Course GPA Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>364 Students</td>
</tr>
</tbody>
</table>
“When assessment becomes critical is when it becomes actionable.”

What value is there in making course-based and/or program-based assessment data actionable?
Welcome to NILOA

We are pleased to share with you an ACE commissioned paper by NILOA's Natasha Jankowski, to examine the relationship between instruction and student learning and success.

In the News | Archive

Large-Scale Assessment without Standardized Tests
Thu, Mar 16, 2017 - 08:00 am
Colleen Flaherty, Inside Higher Ed

The Association of American Colleges and Universities (AAC&U) released a report, titled On Solid Ground, which shares results from two years of data collection based on the VALUE initiative. Director of NILOA, Dr. Natasha Jankowski, called the report a wonderful contribution to the understanding of student learning assessment in higher education.

Minnesota Collaborative Builds Campus Cultures of Assessment
Tue, Mar 14, 2017 - 09:00 am
Association of American Colleges and Universities (AAC&U)

The Minnesota Collaborative, which stems from AAC&U’s Multi-State Collaborative, is a new initiative by ten Minnesota institutions aimed at creating and improving a culture of assessment on their campuses.

16 of this Year’s Biggest Teaching and Learning Issues in Higher Ed
Fri, Mar 10, 2017 - 08:00 am
Mari Stansbury, eCampus News

Within a recent EDUCAUSE Learning Initiative (ELI) survey, one key teaching and learning issue that emerged was competency-based education (CBE) & Assessment of Student Learning. Click the link to read more about the survey.
Priorities for Campus Work

1. More faculty involvement in assessment
2. Increased use of results
3. More professional development for faculty and staff

--NILOA’s survey of provosts, 2014
Obstacles to More Faculty Involvement

Time
Not a role for which faculty are prepared
An uneasy match with reward systems
Skepticism that it makes a difference (including to students)
Assessment as top down, somebody else’s agenda/job.
From: a top-down, add-on, “exoskeletal” approach...

...To: a bottom-up, home-grown approach that’s integral to teaching and learning
Assessment That Matters to Faculty and Students

An integral part of teaching and learning

Embedded in the assignments that faculty design and students are required to complete

...as a condition for progress toward graduation

“Most useful for improvement”
NILOA’s Work on Assignments

Building on campus interest and momentum

Bringing faculty together to collaborate on assignment design (the charrette model)

Developing a searchable, online assignment library keyed to critical learning outcomes

Creating tools for campuses (and systems and state) that want to organize this work locally

www.assignmentlibrary.org
The purpose of this website is to provide a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the Degree Qualifications Profile (DQP).

The National Institute for Learning Outcomes Assessment (NILOA) has been working with groups of faculty from various institutions to revise and strengthen assignment alignment to specific proficiencies. The assignments and commentaries here are works in progress, generously shared by faculty members from a wide range of fields and institutional types committed to advancing and documenting student learning. To learn more about the assignment library initiative click here. To see a list of advisors to the project click here.

This Assignment Library allows you to:

- Browse and adapt assignments to fit your needs
- Submit an assignment to the library
- Consult a resource
- Give us feedback!

The Peer Review Process

The materials in the DQP Assignment Library have gone through a three-stage review process. The first stage of review is undertaken by the NILOA project team, which makes decisions about whether to accept the submission or not. Those selected for a second stage of review are then shared with three to six faculty peers, typically from the same or related fields, who have experience with assignment design; their role is to provide written feedback and suggestions for revision. After making revisions, authors resubmit their materials to NILOA, where they pass through a final review to make sure that all required elements are included, and minor copy editing as needed. The finished materials are then published to the site. We invite viewers to comment on and ask questions about assignments.

We recognize, however, that assignment design is an iterative process, and we expect that many of the materials posted here will undergo further revision and improvement. Authors are encouraged to submit updated versions of their materials and to continue reporting how the assignment is being used in their classrooms.

NEW! A second installment in our “featured assignment” collection from Mary Kay Jordan-Fleming at Mount St. Joseph University focuses on integrative learning in a capstone course. Featured assignments include video clips, student work samples, and reflective commentary from colleagues in various settings. Read here to learn more.
Discussion

1. What has helped to engage faculty in meaningful ways with assessment on your campus?

2. What lessons have you learned about powerful professional development for the improvement of student learning and success?
Assignments as a way in

Assignment

Scaffolding Learning

Learning Outcomes

Evaluative Criteria
How assignments connect

Assignment ➔ Assignment ➔ Assignment

Scaffolding Learning ➔ Evaluative Criteria ➔ Learning Outcomes

Learning Outcomes ➔ Evaluative Criteria ➔ Learning Outcomes

Evaluative Criteria ➔ Learning Outcomes
Program View

General Education

Major

Assignment

Scaffolding Learning

Learning Outcomes

Evaluative Criteria
Connections

Scaffolding Learning

Assignment

Learning Outcomes

Evaluative Criteria

Employers

Co-curricular

Implications for transcripts, career development, and pathways
Resources for Administrative Support

http://www.acenet.edu/news-room/Pages/Unpacking-Relationships-Instruction-and-Student-Outcomes.aspx
Resources for Doing the Work

Organizing Assignment-Design Work On Your Campus
A Tool Kit of Resources and Materials

Organizing Assignment-Design Work On Your Campus
Unfacilitated Guide
A Tool Kit of Resources and Materials

Using the Degree Qualifications Profile
To Foster Meaningful Change
Natasha A. Jankowski & Laura Giffen
June 2016
Questions and Discussion

Email: niloa@education.illinois.edu

www.learningoutcomesassessment.org
www.assignmentlibrary.org
www.degreeprofile.org