MAKING ASSESSMENT MATTER TO FACULTY AND STUDENTS

PAT HUTCHINGS AND NATASHA JANKOWSKI

NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT

MODERATOR:

LOREN BLANCHARD, CALIFORNIA STATE UNIVERSITY

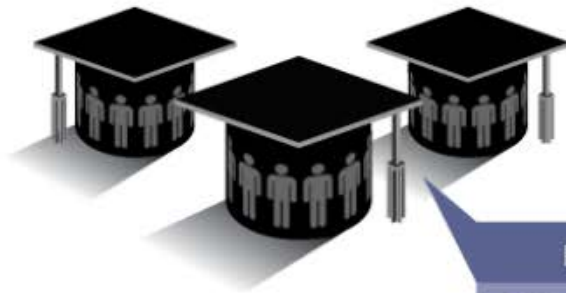# Program and Course Outcome Assessment in the CSU

Program Evaluation

Analysis of Course Grades

Analysis of Course GPA Gaps – URM and Non-URM

URM Gaps Chart	Ethnicity Gap Chart	Data Tables	Chart Explanation	Methodology	Applying This Data	Further Resources

	<1.5 D,F,W	2.0 C	3.0 B	4.0 A

Course Name	Code	Achievement Gaps

Geology
Structural Geology
GEOL306
0.93 Course GPA Gap
93 Students

Psychology
Psy Enviro Sustainability
PSY310
0.77 Course GPA Gap
162 Students

Physics
Thermal Physics
PHYS360
0.62 Course GPA Gap
83 Students

Psychology
Lab Experimental Psy
PSY410
0.59 Course GPA Gap
474 Students

Astronomy
Astronomical Techniques
ASTR350
0.54 Course GPA Gap
39 Students

Math & Statistics
Elem Diff Equations
MATH337
0.52 Course GPA Gap
364 Students

"When assessment becomes critical is when it becomes actionable."

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

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

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.

- Occasional Paper
- NILOA Newsletter
- ACE paper
- NILOA in the Field
- Survey Preview
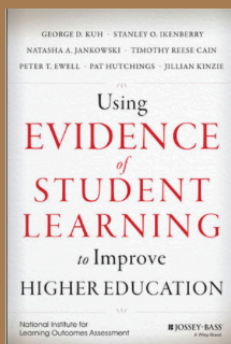
Click here to browse NILOA's Assignment Library.

Southern Connecticut State University

Southern Connecticut State University's Office of Assessment and Planning website 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		

In the News | Archive   Join Our Email List

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
Maris 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
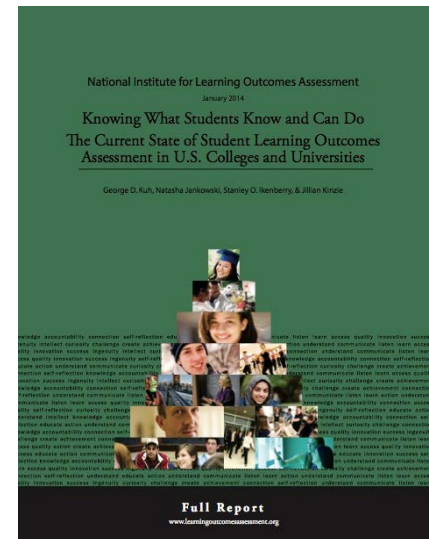
Obstacles to More Faculty Involvement

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

DQP Assignment Library

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.

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

© 2014 Lumina Foundation
This website is maintained by the National Institute for
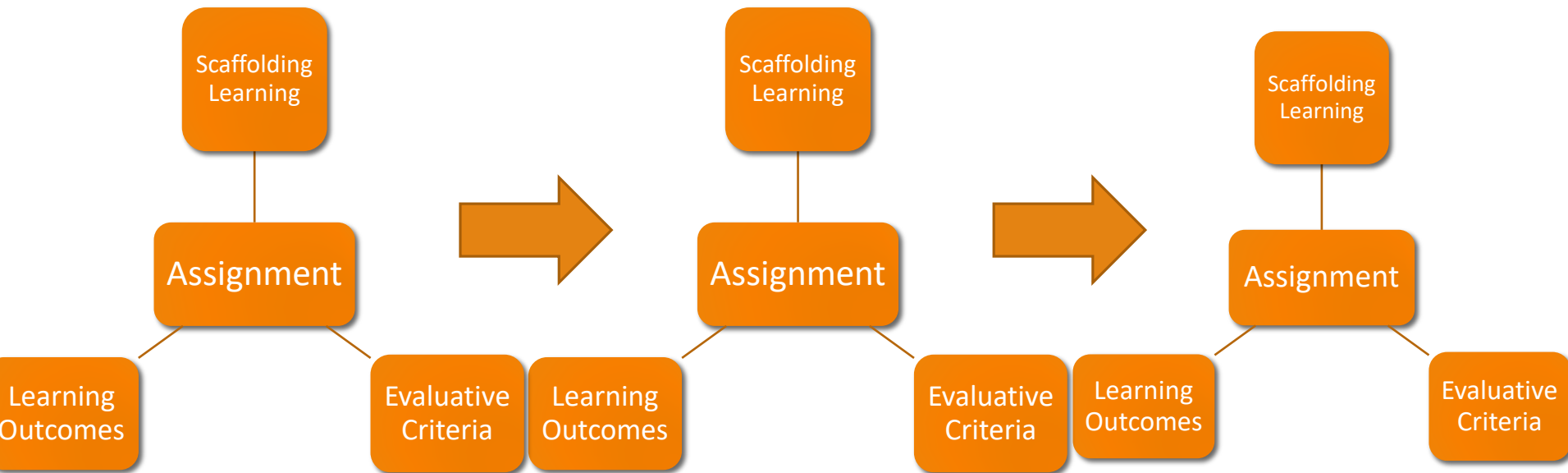Learning Outcomes Assessment

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?
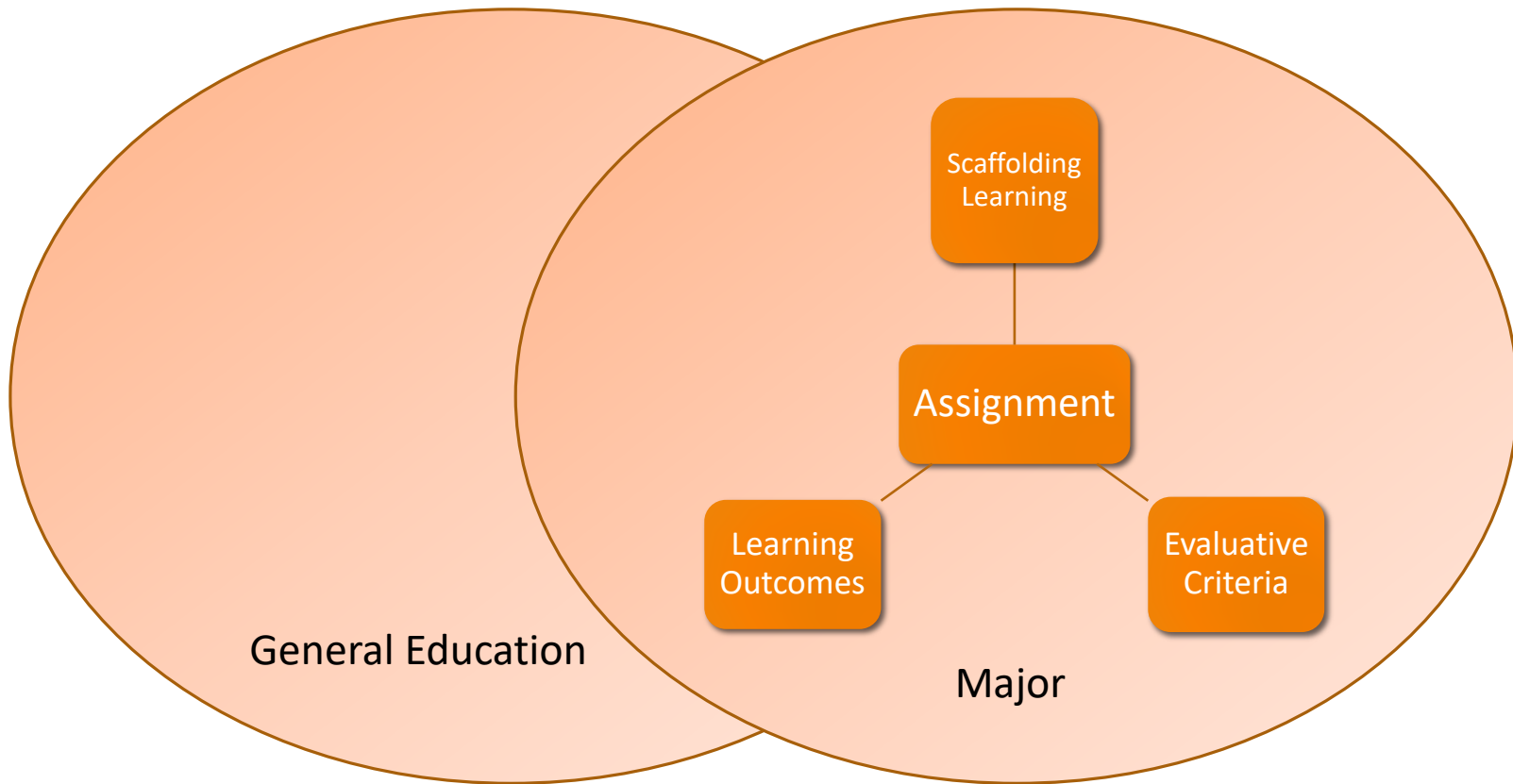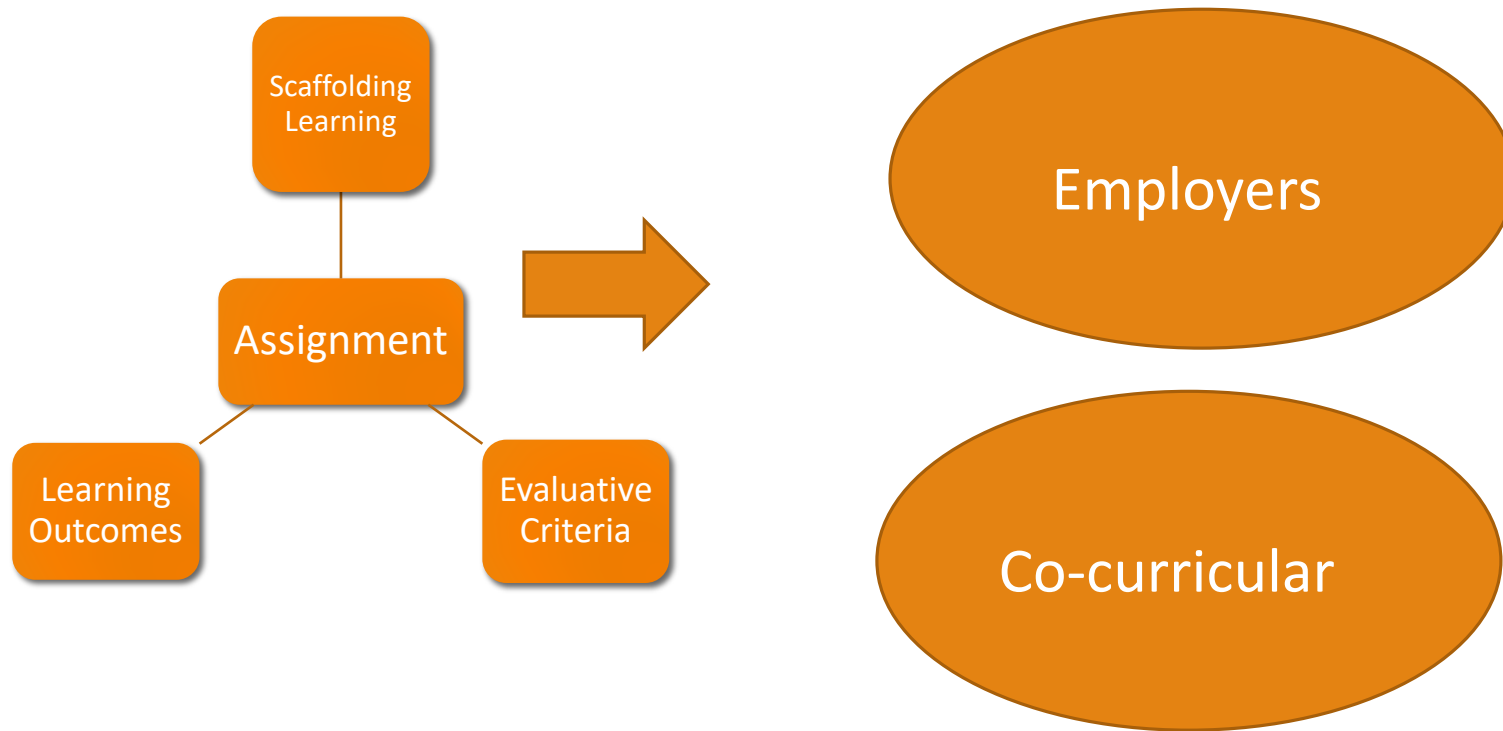
Assignments as a way in
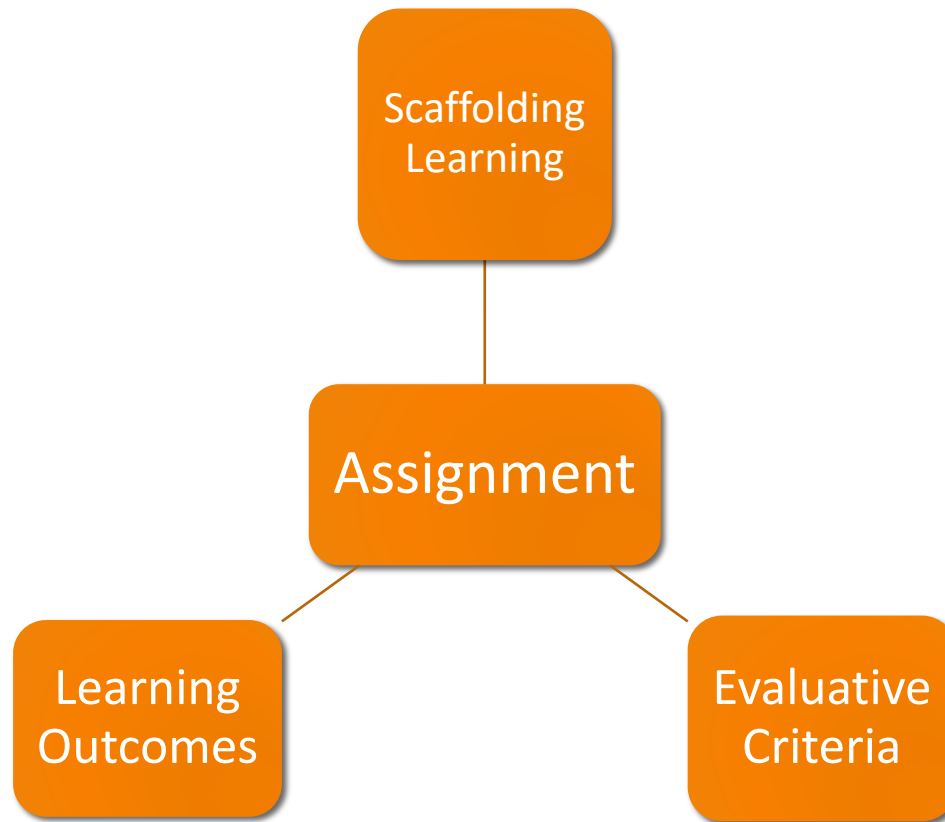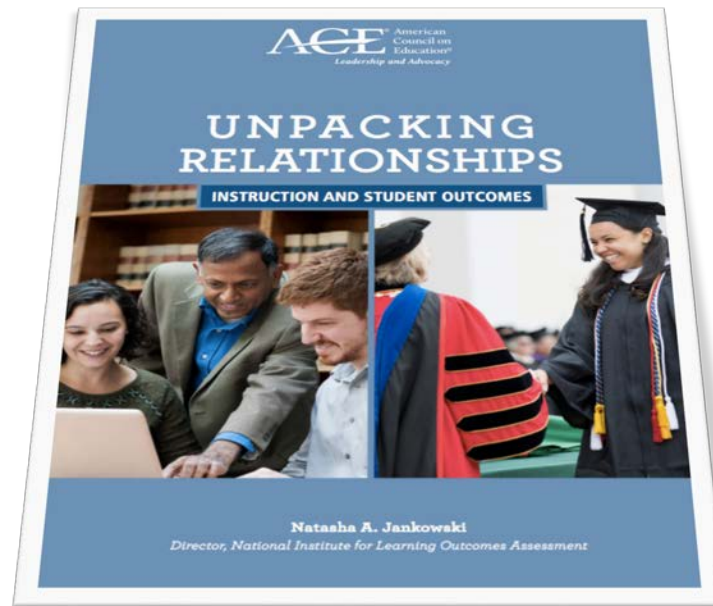
How assignments connect

Program View

Connections

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
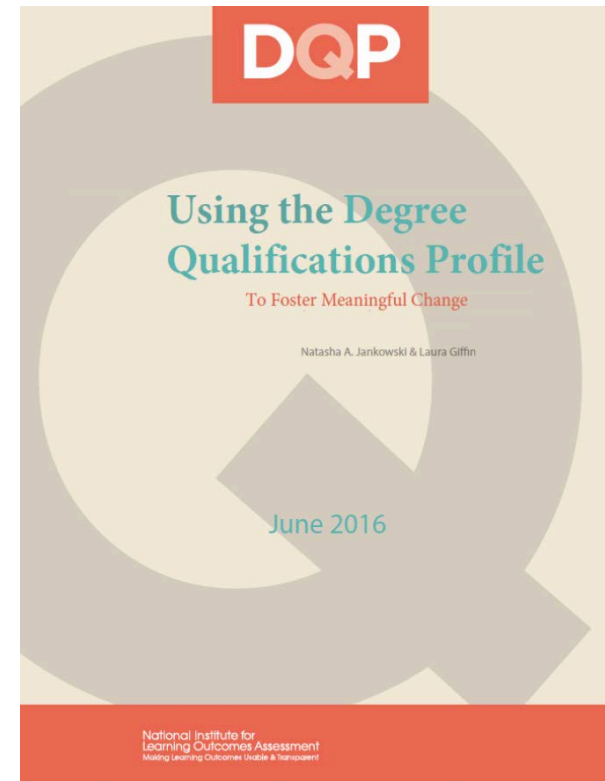
Questions and Discussion

Email: niloa@education.illinois.edu

www.learningoutcomesassessment.org

www.assignmentlibrary.org

www.degreeprofile.org