

ASSIGNMENT DESIGN

Natasha Jankowski, NILOA

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What are we doing this morning?

- Working!
- Talking and discussing with colleagues
- Sharing with the larger group
- Considering concepts related to assignments
- Considering revisions to our practice to implement



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**
- **OCCASIONAL PAPERS ● WEBSITE ● RESOURCES ●**
- NEWSLETTER ● LISTSERV ● PRESENTATIONS ●**
- TRANSPARENCY FRAMEWORK ● FEATURED WEBSITES ●**
- ACCREDITATION RESOURCES ● ASSESSMENT EVENT**
- CALENDAR ● ASSESSMENT NEWS ● MEASURING QUALITY**
- INVENTORY ● POLICY ANALYSIS ● ENVIRONMENTAL SCAN**
- ***DEGREE QUALIFICATIONS PROFILE AND TUNING***

www.learningoutcomesassessment.org



Welcome to NILOA



Our April newsletter featuring NILOA updates, news, and upcoming conferences and programs is now available.

- Survey Report
- DQP Case Study
- NILOA Newsletter
- College Ratings
- Tuning USA Webinar

[Join Our Email List](#)

VIEW POINT

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		



Indiana University Southeast

Indiana University Southeast's Institutional Research & Assessment website is NILOA's Featured Website for its Centralized Assessment Repository.

[Featured Website Archive](#)

In the News | [Archive](#)

Educators Point to a 'Crisis of Mediocre Teaching'

Wed, Apr 23, 2014 - 08:00 am

Vimal Patel in The Chronicle of Higher Education

Educators met and discussed support structures, culture, and rewards for effective teaching. Participants outlined institutions that are developing programs focusing on improving graduate student teaching to better prepare them for teaching careers.

New Issue of Assessment Update is Available Now

Tue, Apr 22, 2014 - 08:00 am

The latest issue of Assessment Update: Progress, Trends and Practice in Higher Education for March/April 2014 is now available. Articles in this issue include Stephanie Foote and Andy Dyer's "Assessing Deep Learning: Using a Portfolio to Evaluate Gains in Critical Inquiry among First-Year Students," Amy Thelk's "Building a Better Course-Evaluation Process," and Kevin Schoepp and Angela Skuba's "Effective Leadership Assessment: A 360-Degree Process."

Registering Toward Completion

Mon, Apr 21, 2014 - 08:00 am

Allie Grasgreen in Inside Higher Ed

Cleveland State University introduced an initiative that will get more students to degree completion. Students are allowed to register for a year of courses before the fall semester begins in hopes of letting students plan for the whole year, set expectations, and see the end goal.

Why the focus on assignments?

NILOA is “harvesting”
(collecting, analyzing,
summarizing, synthesizing) what
can be learned from all of the
funded and *unfunded* work with
the DQP

- Web scans
- Project meetings
- Institutional Activity Report
- Case studies (see DQP

Corner)



2013 National Provost Survey

Sample: All regionally accredited, undergraduate degree-granting institutions (n=2,732)

Announced via institutional membership organizations, website, newsletter, mailing

Online and paper

43% response rate (n=1,202)

725 schools participated in both 2009 and 2013



National Institute for Learning Outcomes Assessment

January 2014

Knowing What Students Know and Can Do The Current State of Student Learning Outcomes Assessment in U.S. Colleges and Universities

George D. Kuh, Natasha Jankowski, Stanley O. Ikenberry, & Jillian Kinzie



Abridged Report

www.learningoutcomeassessment.org

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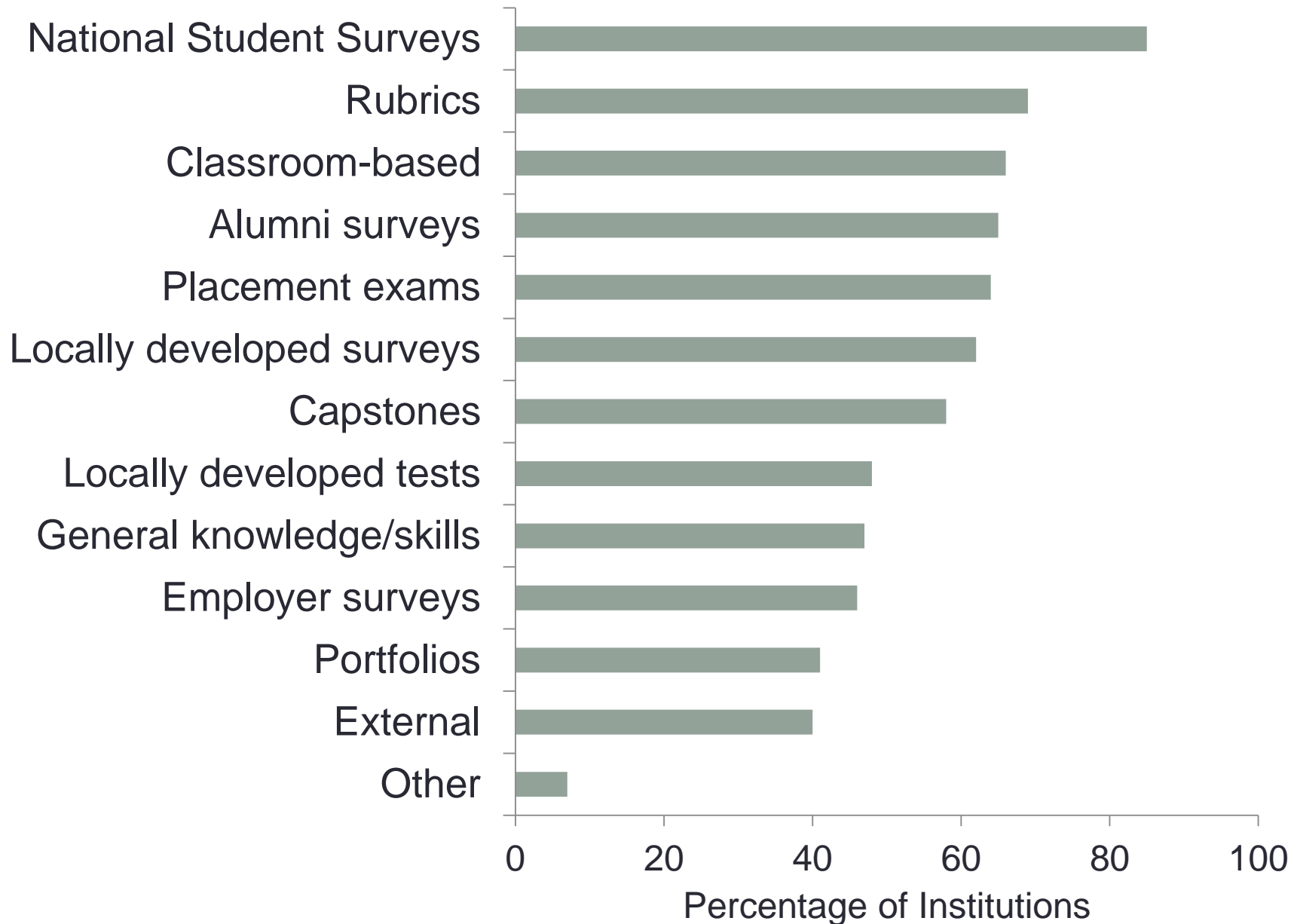


Full Report

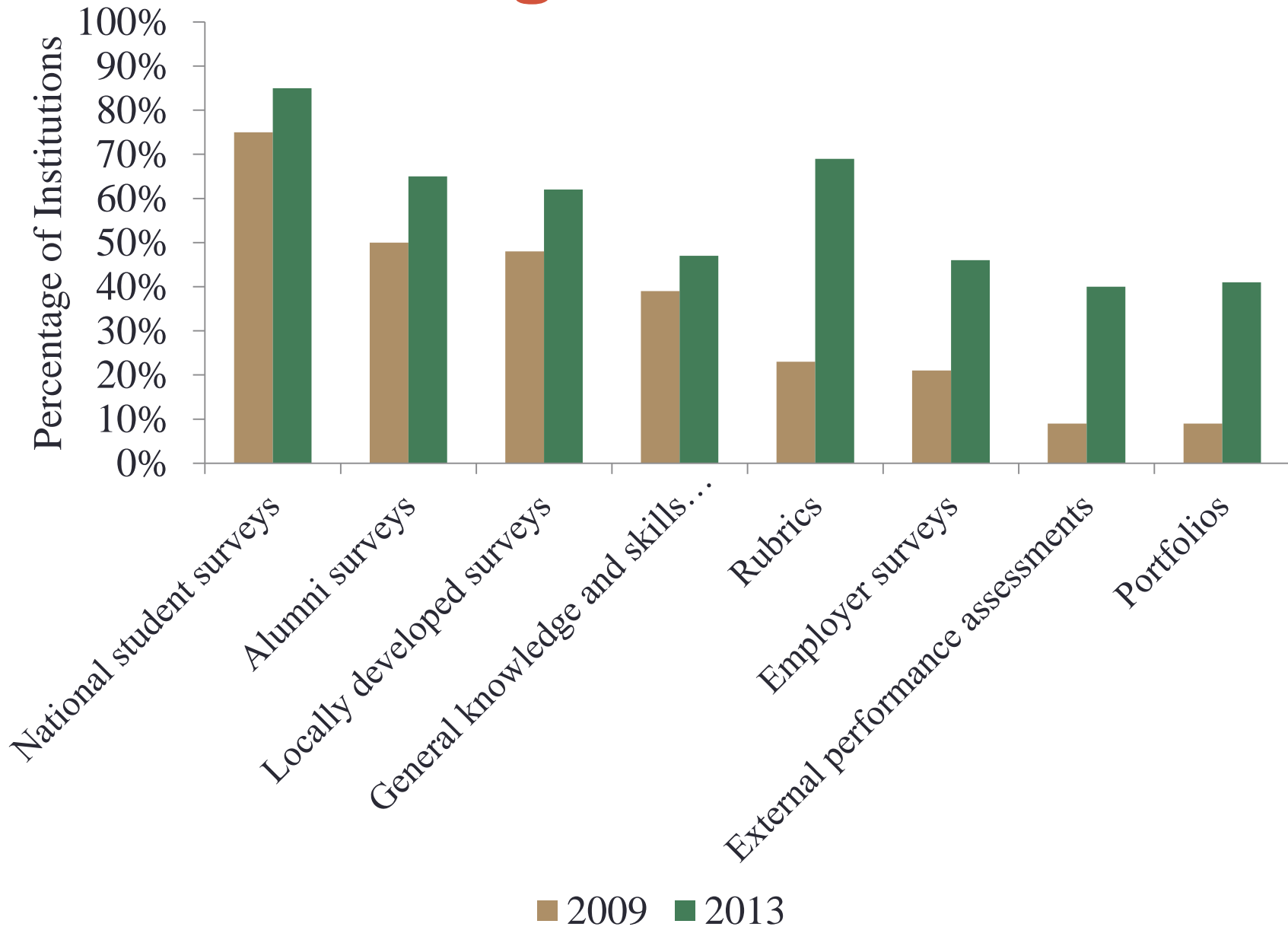
www.learningoutcomeassessment.org

<http://www.learningoutcomeassessment.org/knownwhatstudentsknowandcando.html>

Assessment Tools



Change Over Time



Most Valuable Assessment Approaches

The top three...

- ✓ Classroom-based assessment
- ✓ National Student Surveys
- ✓ Rubrics



Implications from survey

- Variety of ways institutions are undertaking this work
 - Embed and roll up
 - Align with VALUE rubrics
 - “Double” assess student work
- Rolling-up means considering our data collection and reporting system in a different way
- Means alignment as more than an administrative exercise
- When map, what are you mapping?

Questions to ponder in group

Thinking about analytic inquiry outcome, how would you know, looking at an assignment, that it is aligned to that outcome or it is an assignment designed to assess that outcome?

Refresher from DQP

- Analytic inquiry at the associate's level: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.
- Bachelor's level: Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.

Elicit

How an assignment is aligned is important but also how it elicits an example of student demonstration of the outcome in question is equally important.

- Scaffolding of outcome in a course or across courses
- Number of outcomes addressed in an assignment
- Assignment directions to students – is the outcome implicit or explicit?
- Preparation – how are we preparing students to complete the assignment?

Ponder in group

- What would the assignment directions need to say to a student to elicit a response that could be used with the VALUE rubric on communication fluency?
- What other factors besides assignment directions impact student demonstration of an outcome?

Refresher from DQP:

- Communication fluency at associate's level: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences
- Bachelor's: Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.

Location of Learning

- Not all learning occurs in a course and mastery of learning is unlikely to occur in one course. What can we really expect of students in one course?
- Ask: where do students engage with these outcomes across a curriculum or collegiate experience and how are we capturing that learning?
- Does this assignment or course introduce/reinforce/demonstrate mastery?

Question to ponder

- What might be hidden in our assignments that are not explicit to students? What are we hoping they do?
- What expectations and assumptions do we have for students when they enter a course or complete an assignment focused on quantitative fluency?

Refresher from DQP

- Associate: Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
- Bachelor: Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning.

Considerations

- Who is responsible for students attainment of an outcome?
- Course pre-requisites and their importance (or lack thereof)
- Course taking patterns
- Are we giving students unscripted problems?
- Are we considering issues of audience in assignments?
- How are we communicating these expectations to students and what assumptions do we hold about student ability?

- Question: What do you teach?
 - Answer: Students

Question to ponder

What would a sustainable, meaningful process of collecting information on students' attainment of a civic learning outcome look like across an institution?

Refresher from DQP

- Associate: Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
- Bachelor: Explains diverse positions, including those of different cultural, economic and geo- graphic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.

Consider

- My course to our courses
- Creating an elaborate reporting structure or something else?
- How communicate to students, faculty, staff what we are trying to do?
- Sustainable but meaningful to students as well

Ponder in groups

What are you going to do with this information? How are you considering modifying an assignment related to Use of Information Resources?

Refresher from DQP

- Associates: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
- Bachelor: Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.

Final Thoughts

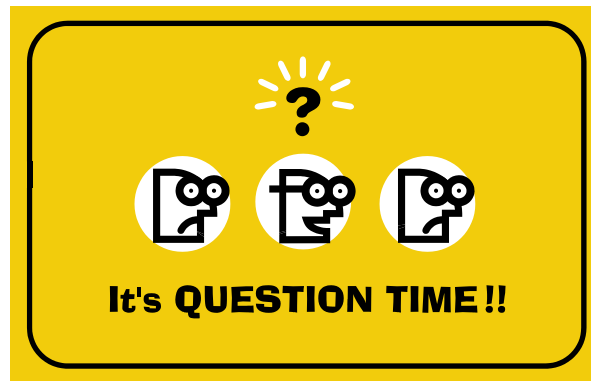
- Ideas on assignment modification
 - Shifting audience (in writing assignment)
 - Modify genre (blog, pamphlet, drama, graphic novel, poster, oral presentation, debate)
 - Practice throughout courses
 - Planning and timing of feedback

The “I didn’t learn anything in college” conversation: Content covered or concepts learned.

Is it because we didn’t make it explicit?

Discussion and Comments

- What else would you like to know?
- Anything you would like to share?
- Anything you are struggling with?



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