

## 2016 Assessment Institute

### Highlights about NILOA's Track

The [2016 Assessment Institute](#) provides opportunities for: (1) individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field; (2) individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills; and (3) those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute.

**Monday, October 17, at 8:45 – 10:00 a.m.** Jillian Kinzie, NILOA senior scholar, will participate in the Keynote Panel for the Plenary Session.

**Monday, October 17, at 10:15 – 11:15 a.m.** Peter Ewell, NILOA senior scholar, and George Kuh, NILOA founding director, will deliver the NILOA Track Keynote *Past as Prologue: Advancing the Assessment Agenda by Avoiding Pitfalls of Our Own Making*. In this session, presenters will briefly summarize NILOA's current activities and lessons learned over time with a special emphasis on assessment policies and practices that unintentionally create obstacles to achieving their intended purposes.

**Monday, October 17, at 12:30 – 1:30 p.m.** Teri Hinds Association of Public and Land-grant Universities (APLU), Stephen Hundley, IUPUI, and Tony Ribera, Rose-Hulman Institute of Technology, will present *Excellence in Assessment Designation: Sharing our Success Stories*. This session includes a panel of this year's Excellence in Assessment designees and will provide information on the application process, as well as lessons learned.

**Monday, October 17, at 1:45 – 2:45 p.m.** Kimberly Green, Washington State University, Pat Hutchings, NILOA senior scholar, and Mary Kay Jordan-Fleming, Mount St. Joseph University, will present *Using Intentionally Designed Assignments to Foster and Assess Student Learning*. This session will explore the benefits – and some of the challenges – of bringing educators together to collaborate on the design and use of the projects, papers, exams, and presentations they require of their students.

**Monday, October 17, at 3:15 – 4:15 p.m.** Terrel L. Rhodes, Association of American Colleges and Universities (AAC&U), will present *Assessment for Learning That Matters*. The session explores the use of VALUE rubrics to assess student learning across twelve states and ninety 2- and 4-year colleges and universities using samples of student work from a variety of courses and institutions, evaluated by faculty.

**Monday, October 17, at 4:30 – 5:30 p.m.** David Marshall, NILOA senior scholar, and Karen Ford, University of Sheffield, will present *Alignment and Mapping: Helping to Make Meaning*. The session will teach participants how to engage faculty and other stakeholders in conversations around the value and purposes of assessment and issues of constructive alignment. It will conclude with an overview of meaningful mapping of learning experiences, starting from curriculum mapping but including learning wherever it might occur.

**Tuesday, October 18, at 10:15 – 11:15 a.m.** Emily Teitelbaum, NILOA research analyst, Theopolies Moton, University of Illinois, Kaitlin Pennington, McKendree University, and Michael Thompson, IUPUI, will present *Involving Students and Their Perspectives: A Student Panel Discussion*. This session will have a student panel, and will touch on bridging the divide between the practice of assessment on the part of faculty and administrators and the lived experience of assessment on the part of students.

**Tuesday, October 18, at 11:30 a.m. – 12:30 p.m.** Natasha Jankowski, NILOA director, and Jillian Kinzie, NILOA senior scholar, will present *Future Directions of Assessment: Movement on the Field*. This presentation explores three shifts in the field of assessment toward more cross-cutting, integrative initiatives and projects. Efforts to document student learning through co-curricular transcripts and active integration of academic affairs and student affairs will be discussed, followed by an overview of the importance of transparent communication to various audiences of our current initiatives and ongoing assessment activities. The presentation will conclude with an overview of what NILOA has been learning from institutions through the work of tracking and mapping involvement with the Degree Qualifications Profile.

**Tuesday, October 18, at 2:00 – 3:00 p.m.** Daniel McInerney, Utah State University, Julia Brookins, and Jim Grossman, American Historical Association, will present *Engaging Faculty: A Disciplinary View*. Building from the recent articles in the *Journal of American History*, the panel explores professional learning communities, their impact on local practice, and reflects on the shift to greater disciplinary involvement in teaching and learning.

**Tuesday, October 18, at 3:15 – 4:15 p.m.** Natasha Jankowski, NILOA director, and Paul Gaston, Kent State University, will present *Updates From the Field: What Have We Learned From the Degree Qualifications Profile?* This session will provide examples from the field of the impact of the DQP on assessment of student learning as well as possible future directions of the work.

[National Institute for Learning Outcomes Assessment](#)

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