THE ROLE OF IR IN ASSESSING STUDENT LEARNING: MANAGING SHIFTING PRIORITIES

Natasha Jankowski, NILOA

OAIRP Spring Conference
March 21, 2014
The Plan

• A bit about NILOA
• National Landscape
• Future directions
• Role of IR
• Conversations and Questions
Welcome to NILOA

In the News | Archive

NILOA 2013 National Survey of Chief Academic Officers
Fri, Jul 26, 2013 - 08:00 am
The 2013 national survey of Chief Academic Officers and institutional assessment practice is currently out in the field. Please take a few minutes to complete the survey if you have received an invitation. To see a copy of the survey, please click here.

Assessment: It's the Law
Thu, Jul 25, 2013 - 08:00 am
Colleen Fisherty in Inside Higher Ed
Starting this fall, Iowa's three public universities will be required by state law to create formative and summative assessments and submit proposals for using assessment to improve student learning. Faculty members will be given flexibility in defining methods of measurement and learning outcomes that will best contribute to continuous improvement.

Applying the Kolb Experiential Learning Model (ELM) to Distance Learning
Wed, Jul 24, 2013 - 08:00 am
Eric T. Moore in Faculty Focus

Valencia College
Valencia College's Institutional Assessment website is NILOA's Featured Website for its Creativity.

Featured Website Archive

VIEW POINT

NILOA Calendar

S M T W T F S
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
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
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning

www.learningoutcomesassessment.org
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
Major Findings

1. Stated learning outcomes are now the norm.
2. The prime driver of assessment remains the same: expectations of regional and program or specialized accrediting agencies.
3. Substantially more student learning outcomes assessment is underway now than a few years ago, and the range of tools and measures to assess student learning has expanded.
Change Over Time

Percentage of Institutions

- National student surveys
- Alumni surveys
- Locally developed surveys
- General knowledge and skills...
- Rubrics
- Employer surveys
- External performance assessments
- Portfolios

2009
2013
Most Valuable Assessment Approaches

The top three…

- Classroom-based assessment
- National Student Surveys
- Rubrics
Major Findings cont.

4. Meeting accreditation expectations heads the list for how assessment evidence is used, but internal use by campuses is growing and is considered far more important than external use.

5. Provosts report substantial support on their campuses for assessment.
Importance of elements to support assessment activities

- Institutional policies/statements related to assess.
- Significant involvement of faculty in assessment
- Assessment committee
- Institutional research office and personnel
- Professional staff dedicated to assessment
- Prof. devel. opportunities for faculty and staff
- Student participation in assessment activities
- Significant involvement of student affairs staff
- Funds targeted for outcomes assessment
- Center for teaching and learning
- Assessment management system or software
- Recognition and/or reward for faculty and staff
- Other

[Bar chart indicating levels of importance: Not at All, Some, Quite a Bit, Very Much]
Major Findings cont.

6. Institutions more frequently report assessment results internally than to external audiences.

7. In general, institutional selectivity is negatively related to assessment activity.

8. Faculty are the key to moving assessment forward.
Recap for IR

• You are viewed as an important element of assessment work!
• More is happening and people want data but are struggling to use it.
• Disconnect between institution, general education, program, and course-level data and mechanisms to collect and report information.
• Transparency is an area where everyone is a bit weak but hoping to improve.
Trends and future directions

- Badges and competency-based education
- Course-based assessments (tons of data!)
- Record keeping for every student (transcripts)
- Reporting and sharing results (transparency)
- Enhancing use (beyond making changes)
Question…

What do you see as your role in assessing student learning?
Volkwein (2011)

- IR as decision support and organizational intelligence
- Report/monitor: inputs, processes, outputs, and outcomes
- Balance internal and external role
- Engaged at assessment at a variety of levels which involves a variety of measures

While some activity centralized in IR office – most activity is shared with other offices
Role of IR in Assessment

- Translator (between levels and people)
- Change management
- Reporting (internally and externally)
- Facilitate meaning-making (74%?)
- Story teller

Requires cultural understanding of the institution and political savvy
Evidence-based storytelling

People attack the data as not relevant, not good enough, not reflective of their students? Tell them the story from the student experience perspective – or have students do it and help analyze the data.

The story of the lonely students
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.
IR is like cartography

- You can paint a picture with layers
- Historical census data
- Daily monitoring data
- Predictive modeling
- Strategic planning
- Comparative data
- Benchmarking
- Reporting
Reporting

• Present with and not to
• Consider reporting by outcome as opposed to instrument
• Complicate understandings
• Have other people (not IR) talk about results

Data visualization doesn’t have to be a graph or a dashboard
Choose your own adventure…

Transparency with Examples….

Or

Move into questions and discussion of your needs, right now?
Transparency

- Student Learning Outcomes Statements
  - Applicable to all students

- Assessment Plans
  - Descriptive
  - Defines measures
  - Easily downloaded

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

- Assessment Resources
  - Easily downloaded

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

- Current Assessment Activities
  - Defines activities
Student Learning
Outcomes Statements

Office of the Senior Vice President for Academic Affairs & Provost

General Education Core: Assessment Overview

Program assessment is essential to ensure that our programs meet professional standards, continue to improve toward academic excellence, strengthen our various higher learning accreditation requirements, and best serve our students. Student mastery of the baccalaureate General Education Core competencies is to be achieved and demonstrated in the senior capstone course.

Undergraduate Core Competencies

- **Critical Thinking**
  - Analysis, synthesis, and evaluation of information and ideas from multiple perspectives

- **Knowledge Integration**
  - Fusion of information and concepts from multiple disciplines

- **Effective Communication**
  - Competence in oral, visual, and written language; use of resources and technology for communication

- **Social Responsibility**
  - Application of knowledge and skills gained from the undergraduate experience for the advancement of a diverse society

**Information Literacy** is an essential skill that supports each of the competencies and must permeate every component of the General Education Core. Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and effectively use the information. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning. ([Information Literacy Rubric](#))

Rubrics

The General Education Coordinating Committee has transformed the definitions of the four Baccalaureate
Overview

A perspective of assessment at CLU is portrayed in CLU’s Assessment System diagram:

The diagram shows how:

- We structure data collection and gather direct and indirect evidence of educational effectiveness at various levels of the University;
- Communication and reflection occur through meetings and events;
- This reflection leads to informed decision making and planning; and
- This action returns the cycle to begin the system again.
Assessment Resources

Assessment Vocabulary

Communication about assessment and student learning outcomes sometimes uses multiple terms to refer to the same concept, or the same term with different meanings. A list of commonly used vocabulary terms and definitions related to assessing student learning outcomes is helpful so that everyone is able to speak a common language.

The terms used in this dictionary were selected from regional accreditation and state assessment guidelines, from selected presentations at the Assessment Forums of the American Association for Higher Education; from a group of policy makers, government officials, assessment practitioners, testing company representatives; and from Center for Assessment and Research Studies faculty and graduate students at James Madison University.

Assessment Resources

Assessment of Student Academic Achievement

Hocking College
Oakley 210
740.763.7117
Email

Assessment Tools and Methods

Currently, the following tools and methods are used for assessment of students by Hocking College. The following documentation describes these tools and methods:

- Types of Assessment Measures
- Triangulation of Data Wheel
- Hocking College Success Skills

Institutional Assessment (IA) Rubrics

- IA Learning & CT Skills
- Institutional Assessment Rubric CCCGA
- Institutional Assessment Rubric Ethics
- Institutional Assessment Rubric for Communicates Effectively
- Institutional Assessment Rubric for Math
- Institutional Assessment Rubric for Human Relations Skills
- Institutional Assessment Rubric for Science
- Leveling Document
- Levels for Rubric Handout
- Oral Presentation Rubric

Glossary of Common Assessment Terms

Source: James Madison University's Online Dictionary of Student Outcome Assessment
Assessment matters
High-quality assessment is the first step in improving student learning. Through the use of both direct and indirect sources of evidence of student performance, assessments guide collective actions for improvements in teaching, academic supports, and curricula.

A culture of assessment
The Office of Assessment believes in a cooperative approach focused on student-centered learning. Within a culture of trust and shared responsibility, faculty and student life professionals—with participation from students, administrators, alumni and K-State constituents—develop and implement ongoing and systematic assessment strategies to understand what, how much, and how students learn in order to continuously improve learning outcomes. To assist faculty, the Office of Assessment provides support, resources, and training to help department and unit faculty develop and implement assessment practices tailored to their own needs. Read more about the culture of assessment at K-State.
Evidence of Student Learning

EXPECT MORE than a degree

At Capella University, we don't just say our programs are relevant to our graduates' careers—we prove it. Our academic programs are built on specific, measurable expectations, or learning outcomes that deliver the skills you need to succeed in your field. We also publish career outcomes—research on how our graduates are performing professionally.

LEARN HOW OUTCOMES IMPROVE EDUCATION

HOW WE CREATE AND MEASURE LEARNING OUTCOMES

We work with faculty and employers to learn what's needed to succeed, which defines learning outcomes for each program; courses are designed to deliver those outcomes.

During the final stages of the program, instructors assess students' demonstrated proficiency of the learning outcomes and record each student's achievement.

We then publish outcome reports, showing our students' demonstrated proficiency. We use the reports to continuously improve our programs.

At graduation and after, we survey our alumni about their satisfaction with Capella and their professional achievements, and publish the findings.

WHAT DOES THIS MEAN FOR YOU?

Our Learning and Career Outcomes helps you before, during, and after your program.

- You know what learning outcomes each of our programs delivers, so you can make an informed choice about enrolling at Capella
- You'll understand why you're taking each course, what you should expect to learn, and how it applies to your degree and career
- When you graduate, you can move ahead professionally with confidence, advanced skills, and new abilities

TWITTER FEED
Assessment

Examples of Excellence

Click on the videos to hear how our faculty used excellent assessment practices in their classrooms.

Faculty Collaboration Strengthens Results:
Jennifer led a faculty committee to implement a study which yielded critical information for department-wide curricular improvement.

Assessment Planning For Student Success:
Craig and his colleagues designed assessments to drive specific student learning and to provide useful information for verifying student success.

College-wide Outcomes Can Be Used In The Classroom:
Jerri used the college-wide outcomes rubric development guide to build scoring tools for her regular classroom assignments.
Your Voice Matters

The information students provide us on surveys and feedback forms is invaluable. We care what you think and want to help make the most of your Marquette experience. There are a number of important surveys out this semester. Maybe you just completed one. When you get that invitation to participate, we hope you’ll consider taking part. When you say it, we listen!

What does Marquette do with all that information from the surveys I complete?

Departments in the Division of Student Affairs and other co-curricular units collect information regularly and use it to make improvements to programs and services. The scrolling box at the right describes just a handful of the many changes that the voices from you and the students who came before you have helped bring about.

Want to know more? Executive summary reports from some of the larger surveys can be found here. If you’d like to know how a specific department uses information from students in making decisions, contact any member of the Student Affairs Assessment Team.

Even MUSG collects data regularly to improve its programs and better represent your voice. Here are some summaries from recent larger surveys they’ve conducted: 2013, 2011, 2009, 2007, and a special advising survey in 2007.

What about assessing the effectiveness of my major and academic experiences?

The faculty for every major at Marquette have articulated a set of goals they have for what students will learn through their courses (called "learning..."
Thank you!

Website: http://www.learningoutcomesassessment.org/
Email: njankow2@illinois.edu