

Assessment Practice at Community Colleges

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(OCCRL)

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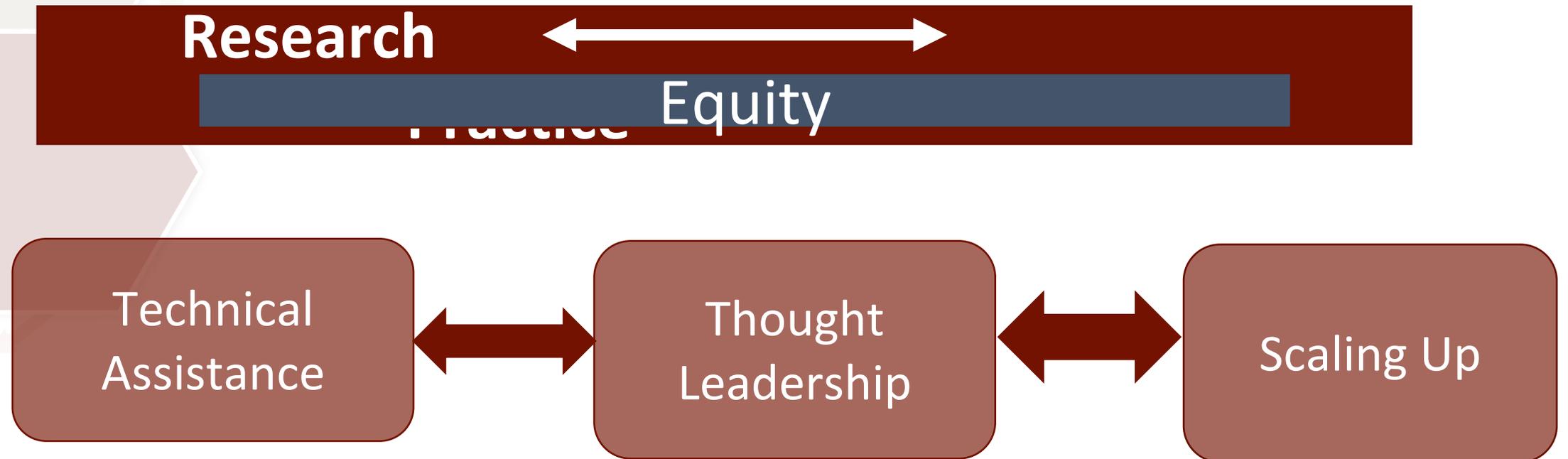
Land Acknowledgement

I/We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

National Institute for Learning Outcomes Assessment

A research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.



OCCRL researchers study policies, programs, and practices designed to enhance outcomes for diverse youth and adults who seek to transition to and through college to employment.



Strengthening Pathways for All Students Through Research and Leadership

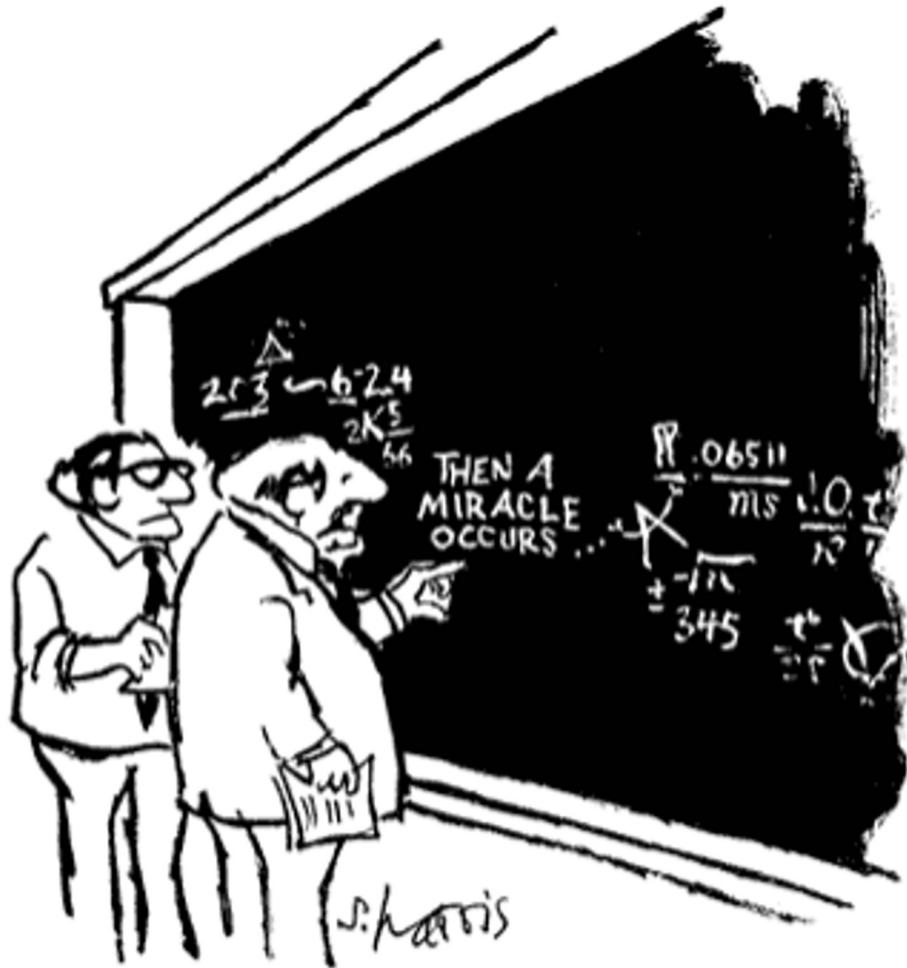
Today's Overview

- Defining assessment
- What is good assessment practice?
- Deeper look at assessment practice at community colleges

Assessment Defined

Assessment of student learning involves the systematic collection, review, and use of information about educational programs/courses/experience undertaken for the purpose of improving student learning and development.

- It does not mean testing or grading only
- It is a discipline and scholarship
- It is not only done because someone said we had to



"I think you should be more explicit here in step two."

Higher Education Quality: Why Documenting Learning Matters

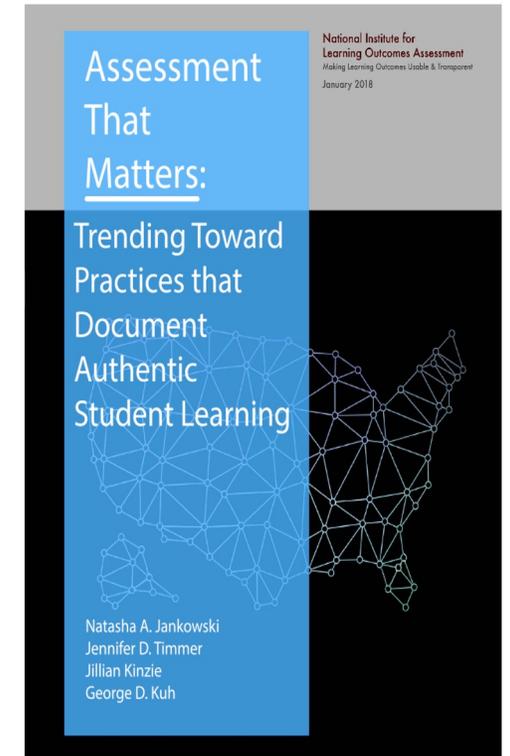
A Policy Statement from the National Institute for Learning Outcomes Assessment

5 Principles (2016) from NILOA

1. **Develop specific, actionable learning outcomes statements.**
2. **Connect learning goals with actual student assignments and work.**
3. **Collaborate with relevant stakeholders, beginning with faculty.**
4. **Design assessment approaches that generate evidence that key stakeholders can understand and use to improve student and institutional performance.**
5. **Focus on improvement and compliance will take care of itself.**

Assessment Today

1. **Most institutions have statements of student learning aligned throughout the Institution.**
2. **Greater use of authentic measures of student learning (classroom assignments, rubrics, capstones)**
3. **Strong focus on more support for faculty**
4. **Communicating information about student learning remains a target of opportunity.**
5. **Equity is a driver of institutional assessment efforts.**



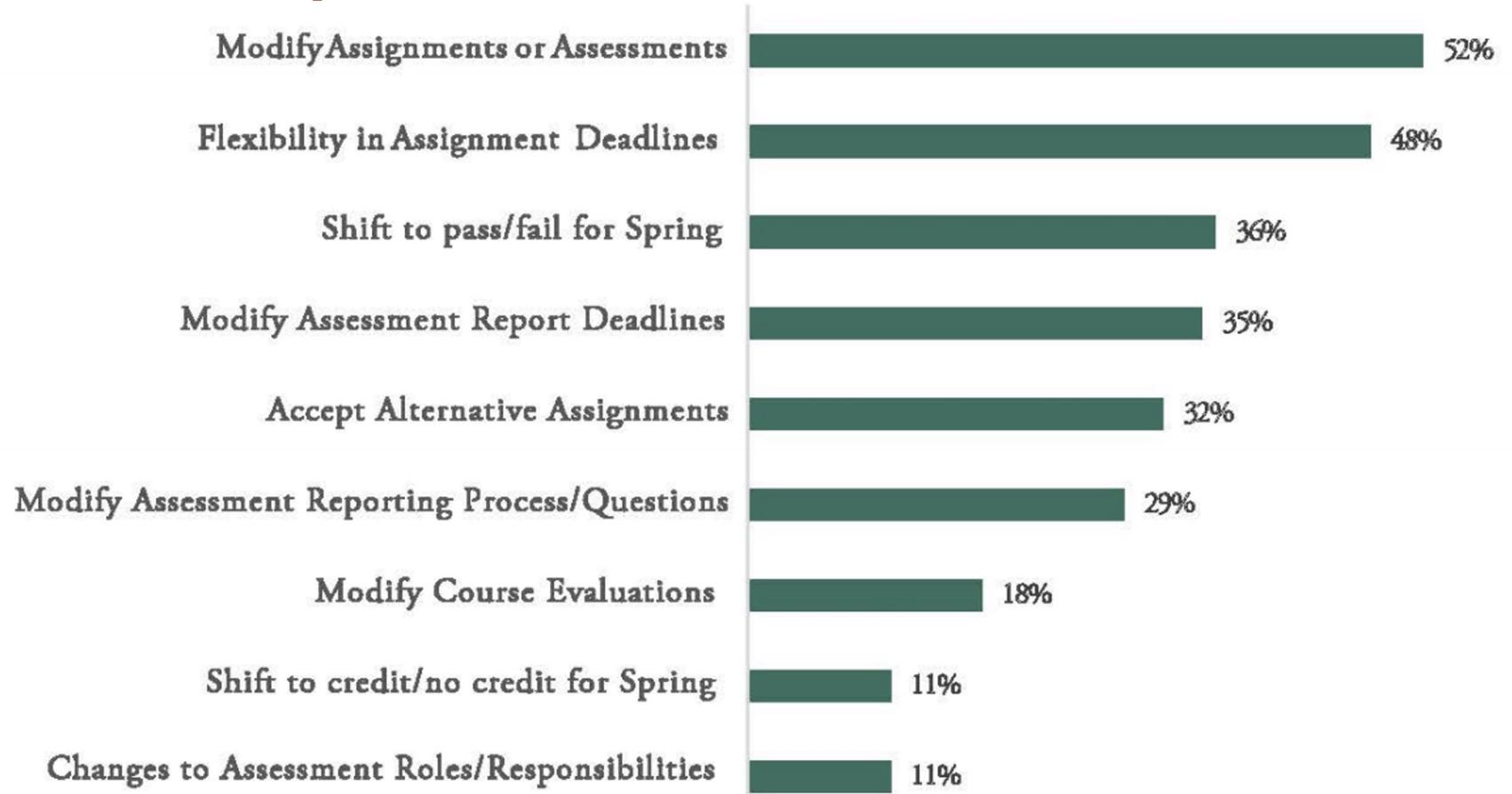
NILOA Covid-19 Survey of Institutional Assessment Practice

August 2020



Assessment During A Crisis: Responding to a Global Pandemic

Natasha A. Jankowski



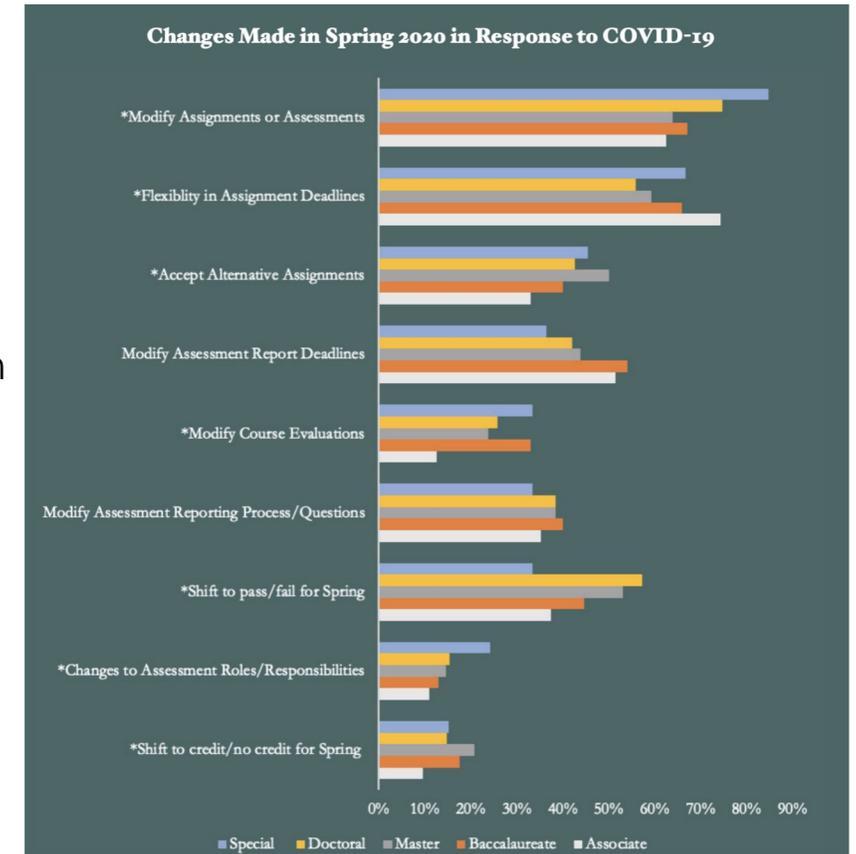
Answer in chat: What did you do at your institution?

Figure 1. Changes made in Spring 2020 in response to COVID-19.



NILOA Covid-19 Survey Data

- **Associate degree granting institutions** (33%) were least likely to accept alternative assignments, while Master's institutions (50%) were the most likely, however, **Associate degree granting institutions** (74%) were more likely than all other types to be flexible in submission deadlines for assignments.
- Master's degree granting institutions (21%) were more likely to shift to credit/no credit than **Associate degree granting** institutions (10%), while Doctoral degree granting institutions (57%) were more likely than Baccalaureate (45%) and **Associate** (38%) to shift to pass/fail for the Spring semester/term.
- Baccalaureate degree granting institutions (54%) and **Associate** degree granting institutions (51%) were more likely than all other types to make changes to the timing and submission of assessment reports, while Baccalaureate degree granting institutions (33%) were more likely than **Associate** (13%) to modify course evaluation questions.



Reflection Questions

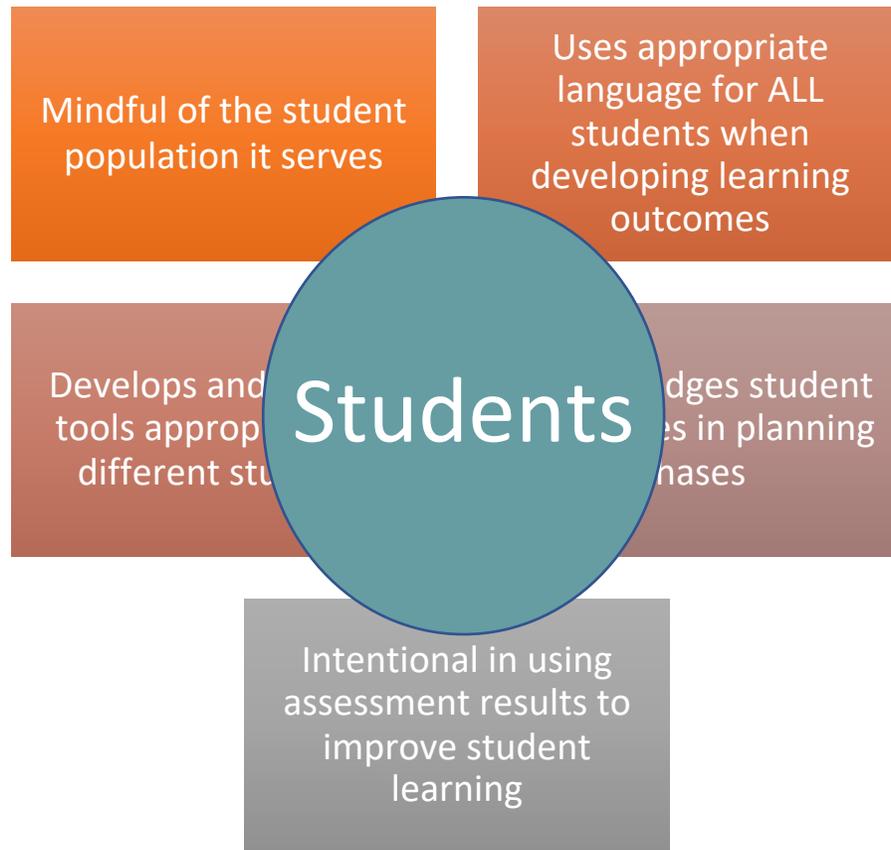
Why do we do assessment?

What is the value and purpose of engaging in student learning?

What does assessment mean to your institution based on your history, values, mission, educational priorities, and student population?

12

Culturally Responsive Assessment Concepts (Montenegro & Jankowski, 2017)



“What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.” (p. 16)

Fostering culturally responsive assessment

1

Student
Learning
Outcome
Statements

2

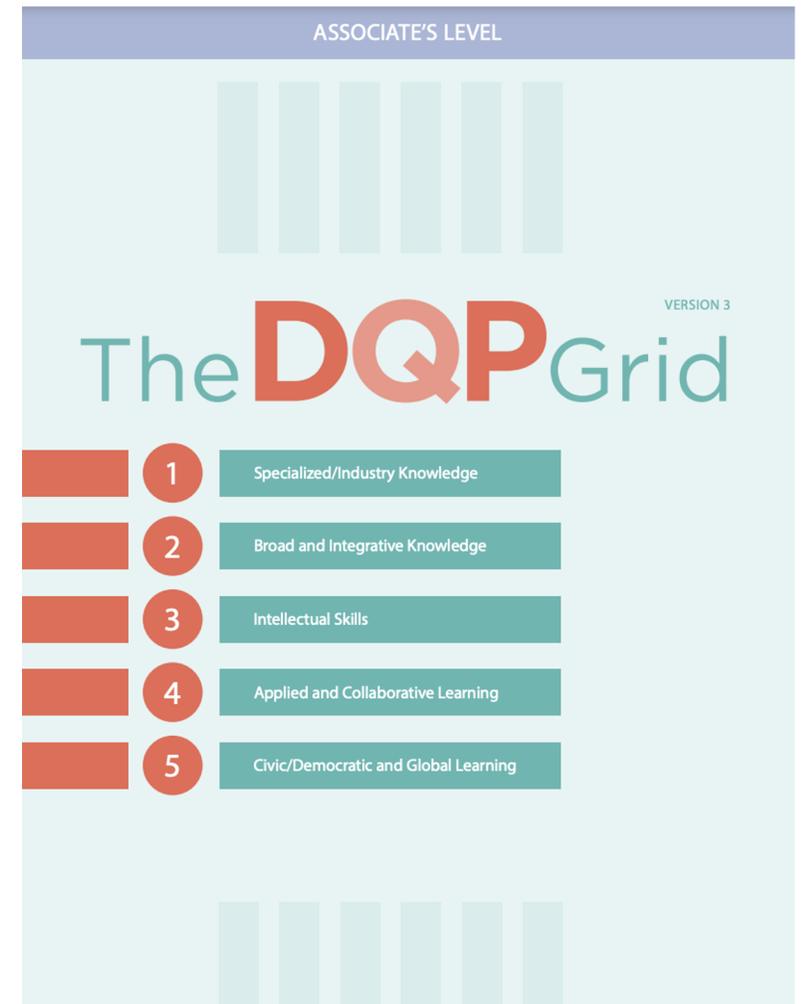
Assessment
Approaches

3

Use of
Assessment
Results

Specific, actionable learning outcome statements:

- ...makes implicit learning outcomes explicit.
- ...should be demonstrable proficiencies.
- ...must be assessable.



Specific, actionable learning outcome statements makes *implicit* learning outcomes *explicit*.

Instead of . . .

“The student will gain an appreciation for the rich diversity of the world’s cultures.”

Consider . . .

“The student will identify significant issues affecting countries, or cultures, present quantitative evidence of the challenges through tables and graphs, and evaluate the activities of NGOs or inter-governmental initiatives in addressing that issue.”

Specific, actionable learning outcomes should be *demonstrable* proficiencies.

Instead of . . .

“The student develops an awareness of the importance of collaborative work.”

Consider . . .

“The student negotiates a strategy for group research or performance, documents the strategy so others may understand it, implements the strategy, and communicates the results.”

Specific, actionable learning outcomes must be assessable.

Instead of . . .

“The student understands the ethical dimensions of his or her discipline.”

Consider . . .

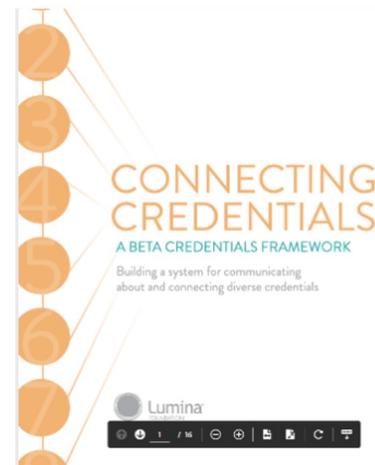
“The student analyzes competing claims from a recent discovery, scientific contention, or technical practice in terms of benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and (a) offers a clear reconciliation of that tension informed by ethical principles OR (b) explains why a reconciliation cannot be accomplished.”

Learning Frameworks

- Learning frameworks allow us to all agree on the learning we are striving and designing towards, not how we will get there, but to align our practices.
- It sets us up to allow students and others to put forward evidence to be validated by shared evaluative criteria.
- How should learning outcomes frameworks be used to reflect and inform co-curricular professional development programs and experiences for students who are considering multiple career pathways?

Common Learning Frameworks:

1. Degree Qualifications Profile: DQP
2. LEAP Essential Learning Outcomes: LEAP ELOs
3. Tuning (History, Communications, etc.)
4. Employability Skills Framework
5. Common Employability Skills (NACE)
6. Common Core State Standards
7. Beta credential framework
8. Your own institutional learning outcomes
9. Council for the Advancement of Standards (CAS)
10. International frameworks

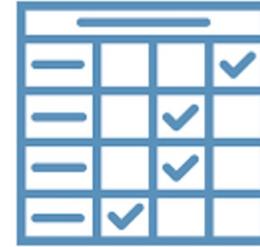


Fostering culturally responsive assessment

INTEGRATIVE SENIOR
CAPSTONE PROJECT

2

Assessment
Approaches



Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in *integrated learning opportunities over time for students to apply* and practice as well as transfer their knowledge and skills through assignments, in and out of courses.

“We all have these things that we’re subconsciously looking for when we grade assignments...that we’re regularly disappointed with. And then you get to poking around in your assignments and realize that nowhere in there did you ever really ask them to demonstrate those things.”

Mapping

Mapping has emerged as a key strategy for *examining the alignment of the different elements of learning environments* towards shared learning outcomes as well as to better understand where to assess and document learning.

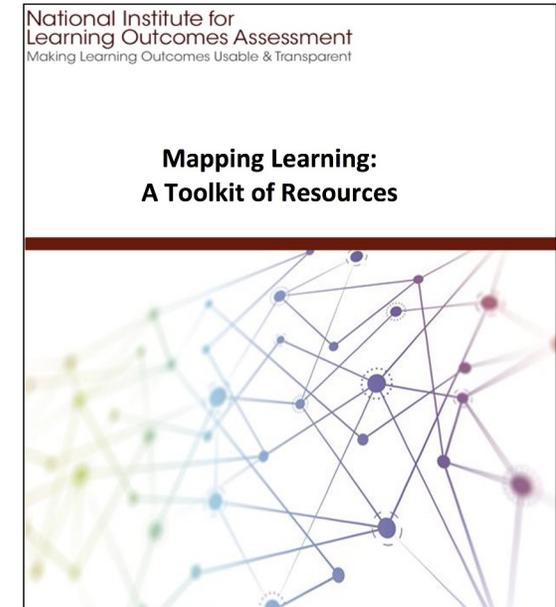
Mapping is about the *process of seeing* relationships.

By mapping collectively and collaboratively, those involved are able to *unpack assumptions* about their own and others' roles and contributions to the learning of students.

Mapping Tools

NILOA Resource: Mapping Toolkit

Learning Outcomes	General Education	Major Courses	Activities and Experience That Provide Support	Possible Careers
Learning Outcome 1	General education courses that support the learning outcomes	Courses that address specific outcomes	Co-curricular elements that support specific outcomes	Possible career paths related to the map
Learning Outcome 2				



<http://www.learningou>

Figure

What mapping activities have happened thus far on campus?

University of Iowa

IOWA GROW®

HOME › PRIORITIES › IOWA GROW®

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident.

Iowa GROW® (Guided Reflection on Work) uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. Iowa GROW® is focused on making student employment a "high-impact activity" - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.



Four quick questions

Iowa GROW® conversations are guided by four quick questions:

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Why GROW®?

Research on student employment shows that students know they are learning many "real world" work skills, such as time management, conflict resolution, and balancing priorities. What they may not connect on their own, however, is their classroom learning and their jobs. While some connections are really natural (e.g. a graphic design major working on a marketing team), others require a bit more thought and deliberate attention. Supervisors are very important assets in helping students make these connections between work and school.

Supervisors regularly check in with student employees on work flow, tasks, and assignments. Taking an extra minute or two to periodically check in on how students are doing in classes, and even asking them to relate what they're learning on the job to course work or vice versa can be all it takes to help get some connections firing.



It is our hope that with the tools and information provided here, you can initiate a similar intervention program with your student employees. We have provided the details of Iowa GROW® and some resources to help you design and implement the intervention in your setting.

<https://vp.studentlife.uiowa.edu/priorities/grow/>

University of Wisconsin-Madison



OTM Home | WiGrow Home | WiGrow Program Overview |
WiGrow Student Supervisor Resources | WiGrow Student Employee Resou

Program Overview

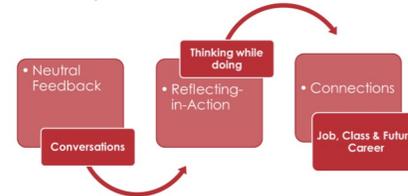
The WiGrow program aims to make student employment on campus a high-impact practice through intentional intent and reflection. WiGrow was initiated by the Student Employment Initiative, a committee comprised of directors from various divisions across the university, as part of the Vice Chancellor for Finance and Administration (VCFA) Strategic Plan for 2009-2014. The purpose of the Student Employment Initiative is to evaluate and intensify the impact that student employment has on the achievement of the University of Wisconsin-Madison Experience and the Essential Learning Outcomes. The program is an adaptation of IOWA GROW, a similar program that has been successfully implemented at the University of Iowa. WiGrow was implemented in VCFA units in 2013 and Division of Student Life (DSL) units in

The current audience for the WiGrow program is UW-Madison VCFA and DSL units. Eligible units for participation program are those with student employees enrolled as undergraduate or graduate at UW-Madison. Student supervisors and student employees are the primary participants of the program with administrative representatives in each unit overseeing the execution of the program.

[2015-2016 Process Summary](#)

Program Structure

Supervisors provide neutral feedback to student employees through one structured conversation each semester. Conversations encourage student employees to reflect-in-action while working, which helps them to make connections between their job, coursework, and future endeavors.



<https://www.talent.wisc.edu/home/HideATab/WiGrow/tabid/418/Default.aspx>



Kuh & O'Donnell (2013), *Ensuring Quality & Taking High-Impact Practices to Scale.*

High-Impact Educational Practices

Promising Practices for Community College Student Success

The promising practices described on the following pages are part of collegiate learning experiences that attend to students' needs from their first interactions with the college through the successful completion of their first academic term and beyond. The practices are divided into three groups: planning for success, initiating success, and sustaining success.

Planning for Success

- *Assessment and Placement*
- *Orientation*
- *Academic Goal Setting and Planning*
- *Registration before Classes Begin*

Initiating Success

- *Accelerated or Fast-Track Developmental Education*
- *First-Year Experience*
- *Student Success Course*

Sustaining Success

- *Class Attendance*
- *Alert and Intervention*
- *Experiential Learning beyond the Classroom*
- *Tutoring*

What was your most memorable college experience?

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Equity and Program Review

Equity is Mission Critical Because the College Completion and Outcomes Equity Gap is Real – and Widening

BIPOC students: 29.6 percent of the undergraduate student population in 1996, 45.2 percent in 2016.*

Black (40%) and Hispanic (54%) students lag behind both White (64%) and Asian (74%) students in 6-year graduation rates.*

1/3 of First Gen students drop out of college within first 3 years.**

Nearly half (49%) of all Black borrowers defaulted on at least one loan within 12 years, more than twice the default rate of White students (20%) and more than four times the rate of Asian students (11% percent).***



Defining Terms

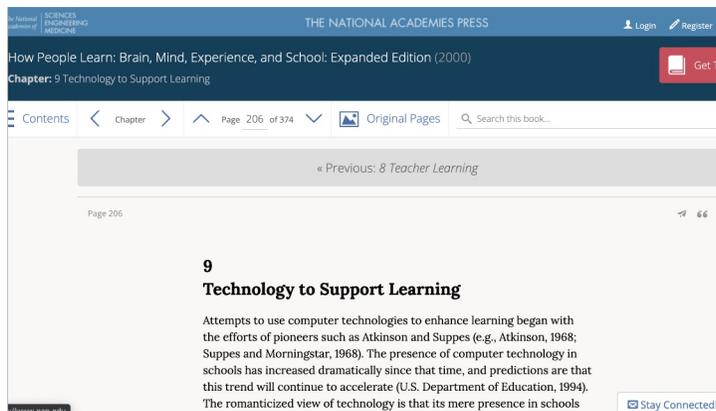
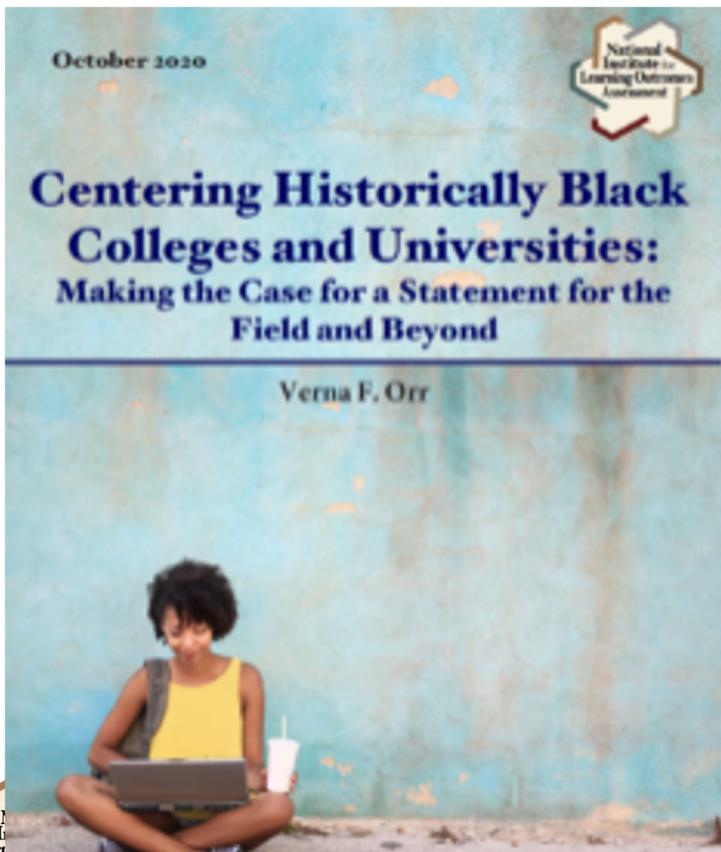
- **Diversity:** the fact or quality of being different (a *fact*)
- **Inclusion:** including people from all groups (an *action*)
- **Equity:** fairness and justice for all (an *intention*)
- **Social Justice:** to act to foster a just society with fair and equitable treatment (an *intention + action*)

“Equity-centered reforms and initiatives are often referenced as being ***equity-minded*** but for the most part are foremost ***equity-conscious***—moving beyond simple awareness of inequities to acknowledging how specific institutional practices may contribute to these inequities”

(OCCRL, 2020a)

- Recognize that everyone does not start with the same advantages and places emphasis on everyone having a wide array of opportunities that allow each learner to self-actualize.
- Promote perspectives, belief systems, structures, and culturally responsive practices that advance educational opportunities and outcomes for underrepresented and underserved students.
(OCCRL, 2020a)

Reflection Point



- What's your institutional assessment story?
- How did the pandemic alter your plans?
- How did you serve students and their needs over this past year?
- Have you documented what you've done?

Effective Program Review Criterion (Bresciani, 2009)

1. Clear understanding of goals and expectations for program review
2. Collaboration
3. Use of results
4. Awards and recognition
5. Resources to support program review
6. Coordination of the process
7. Flexibility
8. Addressing barriers
9. Evaluation of the program review process

NILOA Resources

Program Review:

- “a comprehensive look at individual programs and covers staffing, curriculum, learning outcomes, action plans, etc.;
- often involve an external reviewer, and usually at least give lip-service to the importance of assessment;
- are required and/or strongly suggested by most accrediting bodies;
- typically have at least a guiding outline or template for items to be included or reviewed;
- Most...are written by the faculty members within that program and therefore are heavily geared toward curriculum, staffing, and resource needs.”

(Eggleston, 2020, p. 4)

July 2020
N° 48



Program Review and Assessment for Continuous Improvement: Asking the Right Questions

Tami Eggleston
McKendree University

www.learningoutcomesassessment.org



Comprehensive Local Needs Assessment

<https://occrillinois.edu/comprehensive-local-needs-assessment>

Equity-centered, comprehensive local-needs assessment:

1. Progress toward equity and access
2. Student performance
3. Recruitment, retention, and training CTE Educators
4. Stakeholder Participation and Voice
5. Labor Market Alignment
6. Program Size, Scope, and Quality
7. Progress Toward Implementing Programs of Study

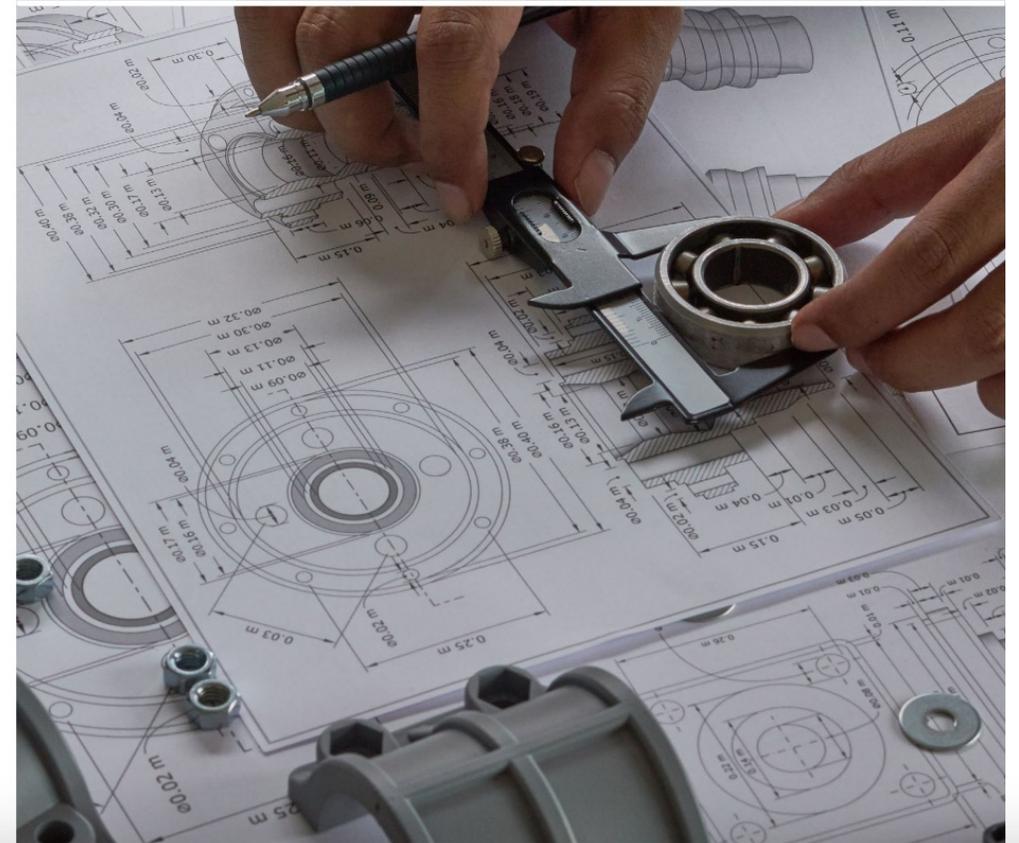
<http://anyflip.com/hhwk/rrwg/>



OCCRL Resources

- https://occril.illinois.edu/docs/librariesprovider2/program-review/v1-rubric-advancingpri-fa22.pdf?sfvrsn=7eb76a65_3/V1-Rubric-AdvancingPRI-FA22.pdf

Equity-Centered Rubric for CTE Program Review in Illinois Community Colleges



Measuring a Culture of Evidence for Program Review

Reflecting on your experiences with program review at your institution, please read across each row and select the statement that you feel is most representative of your college, with regards to program review. Indicate your selection by circling the text in the appropriate box. Please choose only one item per row and ensure that your selection is clearly marked. Thank you.

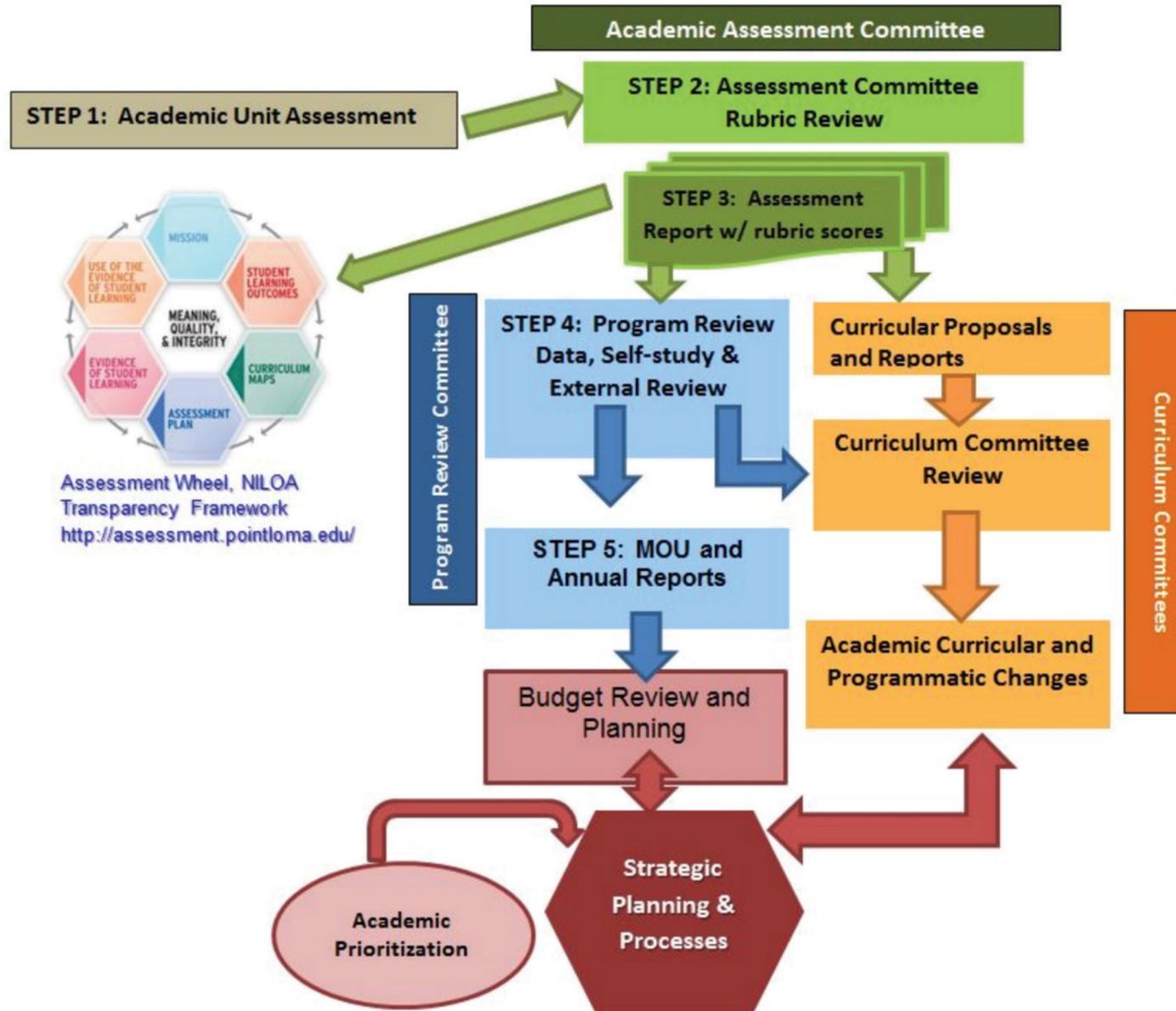
College: _____

	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are doing (i.e. operational or procedural specificity).	People can describe what they are accomplishing (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After the fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before the fact. Assessment is designed with an end in mind. (e.g., identification of learning outcomes, how the data will be used)	Real time / Continuous. Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Spurious and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning oriented.	Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.

Potential Framework

Point Loma Nazarene University
<https://assessment.pointloma.edu/>

Linking ASSESSMENT Processes to Curricular Reviews, Program Review, Budgeting, and Strategic Planning



Program Review Feedback

Tennessee Higher Education
Commission

Program Review Rubric Certificate and Associate Programs						
Directions: Please rate the quality of the academic program by marking the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent evidence of meeting the criterion.						
1. Learning Outcomes		N/A	Poor	Fair	Good	Excellent
1.1	Program and student learning outcomes are clearly identified and measurable.					
1.2	The program uses appropriate indicators to evaluate achievement of program and student learning outcomes.					
1.3	The program makes uses of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.					
1.4	The program directly aligns with the institution's mission.					
2. Curriculum		N/A	Poor	Fair	Good	Excellent
2.1	The curriculum content and organization are reviewed regularly and the results are used for curriculum improvement.					
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.					
2.3	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.					
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.					
2.5	The curricular content of the program reflects current standards, practices, and issues in the discipline.					
2.6	The curriculum fosters analytical and critical thinking and problem-solving.					
2.7	The design of degree program specific courses provides students with a solid foundation.					
2.8	The curriculum is appropriate to the level and purpose of the program.					
3. Student Experience		N/A	Poor	Fair	Good	Excellent
3.1	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.					
3.2	The program provides students with the opportunity to regularly evaluate faculty relative to the quality of their teaching effectiveness.					
3.3	The program ensures students are exposed to professional and career opportunities appropriate to the field.					
3.4	Students have access to appropriate academic support services.					



Resources

Eastern CT State University

STEP 4 – PROGRAM REVIEW COMMITTEE: The Program Review Committee receives the Assessment Committee report and Assessment Committee rubric criteria scores on the “Quality of Assessment” are then embedded in the Program Review Self-Study Rubric.

Assessment Committee Criteria Embedded in the Program Review Rubric				
Criteria	Highly Developed	Developed	Emerging	Initial
Assessment Wheel (Assessment Committee Report & Score)	Excellent assessment program in all aspects with few areas needing improvement.	Strong assessment program with some areas needing further development.	Building of assessment program begun, but needs significant improvement.	Have made very little progress on building out the assessment structure for the program.
Score ____	4.0	3.0	2.0	1.0
Program Assessment (1...2...3...) A different criteria row for each of the academic programs	Excellent assessment documentation and evidence for Program (1) with few areas needing improvement.	Strong assessment documentation and evidence for Program (1) with few areas needing improvement.	Building of the assessment for Program (1) documentation and evidence has begun, but needs significant improvement.	Have made very little progress on building out the assessment structure and evidence for Program (1).
Score ____	4.0	3.0	2.0	1.0

Appendix A. Exemplary Academic Program Review Rubric

		1	2	3	4
Standards	Needs Improvement	Developing	Successful	Exemplary	
1 Curriculum					
1.1. Liberal Arts Foundation	Integration of LAC core abilities in program curriculum is limited.	Integration of LAC core abilities in program curriculum is developing.	LAC core abilities are integrated in program curriculum.	LAC core abilities are emphasized in program curriculum.	
1.2 Curriculum that contributes to the University's Liberal Arts Core and First Year Program	Given the size of the program, the program has few, if any, classes that are part of the university's Liberal Arts Core or First Year Program	Given the size of the program, the program has a moderate number of classes that are part of the university's Liberal Arts Core or First Year Program	Given the size of the program, the program has many classes that are part of the university's Liberal Arts Core or First Year Program	Given the size of the program, the program has many classes that are part of the university's Liberal Arts Core and First Year Program	
1.3 Liberal Arts at Work	Program provides a limited number of options to complete the pre-professional experience and/or undergraduate research, scholarship or creative activity Liberal Arts at Work requirement	Program provides a few options to complete pre-professional experience and/or undergraduate research, scholarship or creative activity Liberal Arts at Work requirement.	Program provides a reasonable number of alternatives that meet the pre-professional experience and/or undergraduate research, scholarship or creative activity Liberal Arts at Work requirement.	Program provides multiple and creative alternatives that meet the pre-professional experience and/or undergraduate research, scholarship or creative activity Liberal Arts at Work requirement.	
1.4 Global or International Perspectives	Program requirements provide few opportunities for students to take courses that address global or international issues and perspectives.	Program requirements present as an option some courses that address global or international issues and perspectives.	Program requirements incorporate global or international issues and perspectives.	Program requirements emphasize global or international issues and perspectives.	
1.5 Curriculum Diversity	The curriculum represents few diverse experiences or viewpoints.	The curriculum represents multiple diverse experiences or viewpoints.	Diverse experiences or viewpoints are an important part of the curriculum.	Diverse experiences or viewpoints are an integral part of the curriculum.	

Program Review @ James Madison University

Internal Self Study Report Outline:

1. University, College and Academic Unit Structure, Mission, APR History, Strategic Plan
2. Academic Unit and Academic Program Goals and Objectives
3. Academic Program Structure
4. Program Viability and Resources
5. Role of Program in the College and the University
6. Role of Faculty in the Program
7. Assessment of Student Learning Objectives
8. Role of Students and Alumni in the Program
9. Quality and Quantity of Academic and Administrative Support
10. Potential Areas for Additional Review/Consulting and Recommended Consultants

Other notes:

- Conducted every 8 years with an interim report due every four years.
- Allows substitution of external accreditation reviews, approved by Provost and meet requirements of APR.

Program Review Cycles

Assessment and Program Review Cycle							
Year -1	Year - 2	Year - 3	Year - 4	Year - 5	Year - 6	PR -Yr. 1	PR - Yr. 2
ASSESSMENT CYCLE							
1st 3-year Assessment Cycle			2nd 3-year Assessment Cycle			Review & Renewal of Assessment	
1st year assessment with PR revised assessment processes and practices	Audit by Director IE and Assessment Analyst	Audit by Director IE and Assessment Analyst	Deep Analysis Cycle 1 w/ Academic Assessment Committee	Audit by Director IE and Assessment Analyst	Audit by Director IE and Assessment Analyst	Deep Analysis by Academic Assessment Committee with report to Committees & academic leadership	Revisions resulting from Program Review
PROGRAM REVIEW CYCLE							
MOU Annual update to College Dean, Provost, & PR Committee	MOU annual update, monitored for sustainability & quality	MOU annual update, monitored for sustainability & quality	MOU annual update, monitored for sustainability & quality	MOU annual update, monitored for sustainability & quality	Alumni survey, student satisfaction, IR data packet, Advisory Council review	PROGRAM REVIEW: 1st year self-study and in-depth analysis	PROGRAM REVIEW: 2nd year self-study submitted followed by external team visit

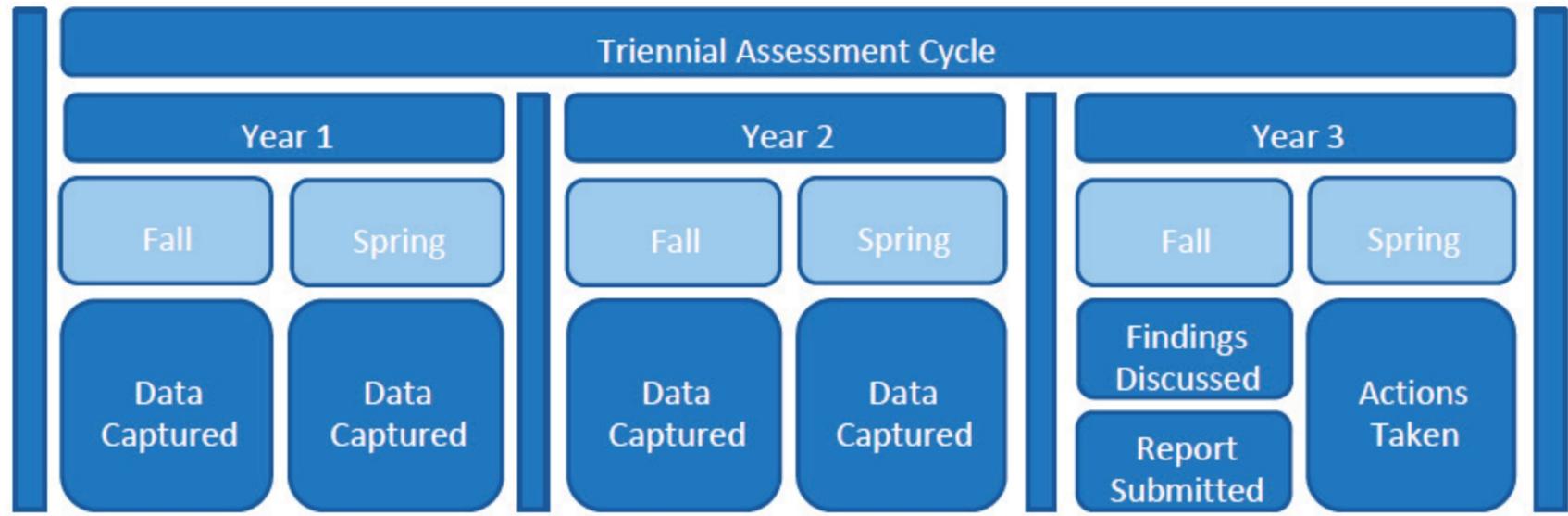


Figure 2: Triennial Assessment at CNU



Assessment of Annual Departmental Assessment Activities

NILOA Assessment in Practice
(Gaudino-Goering, 2021)

Assessment Plan	Assessment Committee	Curriculum Map	Annual Assessment Overview	Program/Department Level Outcomes and Measures	Provide results of Program Level Learning Assessments	Course Level Learning Assessment	Department level Quantitative analysis	Course Level Quantitative and Qualitative Assessment Results	Learning Outcomes Evaluation	Departmental Assessment Issues and Recommendations	Closing the Loop (from previous assessments)	Course level Quantitative analysis	Program level Quantitative analysis
0	0	0	0	0	0	0	NA	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	1	0	0	0	0	0	0	0
0	2	4	0	1	1	0	0	1	0	0	0	0	0
4	0	1	3	0	0	0	0	0	1	0	0	0	1
2	0	4	0	3	0	0	0	0	1	0	0	0	0
3	0	0	2	0	2	1	1	1	1	0	0	1	1
4	4	1	2	0	1	0	1	0	1	1	1	1	1
4	4	1	2	2	1	0	NA	0	2	0	0	0	1
4	0	4	4	1	0	1	0	2	2	3	2	2	0
0	0	4	0	3	4	2	NA	NA	2	0	3	2	3
1	3	4	0	1	4	1	2	4	0	4	2	0	NA
4	0	4	1	2	3	1	2	2	3	3	0	2	NA
4	4	2	3	4	2	2	2	2	2	2	2	2	2
2	4	0	4	4	4	2	2	3	2	3	2	0	NA
4	4	4	4	4	0	4	NA	0	2	4	1	4	0
4	4	3	4	3	4	3	NA	3	2	2	2	2	NA
4	4	4	4	2	2	2	NA	3	4	3	3	3	0
4	4	0	4	4	4	3	NA	4	2	1	4	3	2
4	4	4	4	3	4	3	NA	3	3	4	2	3	2
3	4	3	4	4	4	3	3	3	3	4	4	3	2
4	3	2	4	3	3	4	2	3	3	4	4	4	3
4	4	0	4	4	NA	3	3	NA	3	4	4	4	NA
4	4	3	3	4	3	2	4	3	4	3	3	4	4
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4	4	4	4	4	4	4	3	4	3	4	4	2	NA
4	4	4	4	4	4	4	4	NA	3	4	4	4	NA
4	4	4	4	4	4	4	NA	4	4	4	3	4	4
4	4	4	4	4	NA	4	4	4	4	4	4	4	NA
4	4	4	4	4	4	4	NA	NA	4	4	4	4	4



Let's not forget the other units!

NILOA Assessment in Practice

BMCC Shults Dorime Williams Support Outcomes Taxonomy



Program Theory and Implementation Fidelity

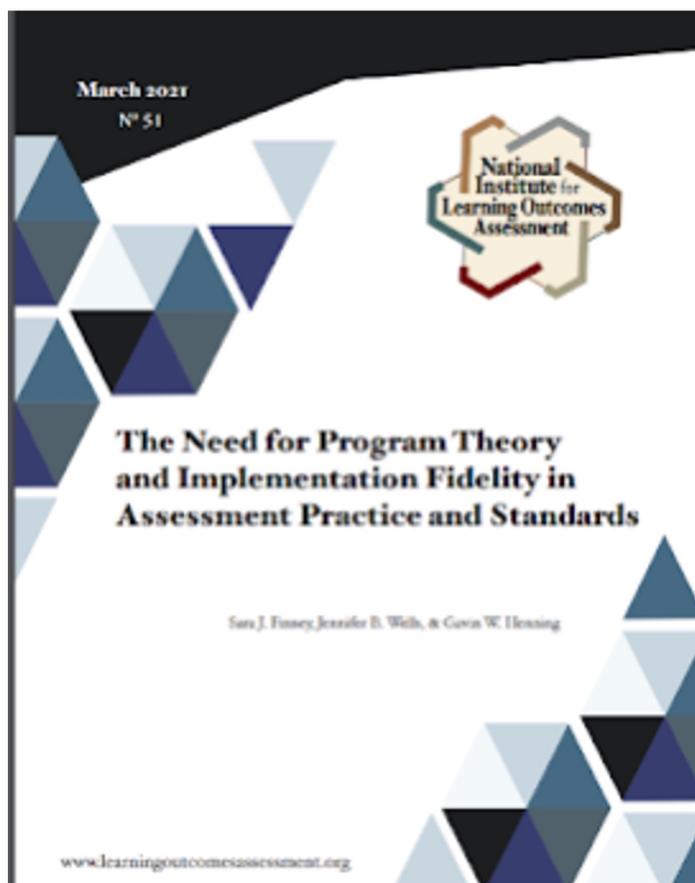


Figure 1. Typical (left) versus expanded (right) assessment processes.

Equity and Assessment

- Assessment Institute recordings & DEI Track
- Starting example:

Equity (Data tab #3, #5a-d; #6a-d; all student-level tabs include demographic filters)

- *Review equity data and discuss challenges and opportunities for the program.*
- *Does the demographic profile of declared majors match the institutional demographics?*
- *Are students across various demographic groups succeeding at the same rate?*
- *What can or is being done to increase equity in the program?*

Example: The demographics of the students in the program are similar to the institutional demographics, as are the students earning degrees. Success rates are slightly lower for traditional aged students. Faculty will work to ensure all students are aware of available support resources and address stereotypes around asking for help.

3

Use of Assessment Results

Evidence-Based Storytelling

February 2021
N° 50



Evidence-Based Storytelling in Assessment

Natasha Jankowski

www.learningoutcomesassessment.org

Making Sense of it All

Evidence of student learning is used in **support of claims or arguments about improvement and accountability** told through **stories to persuade a specific audience.**

Paper Highlights

1. Use is a cognitive process of unpacking theories of change that are shared through evidence-based stories targeted to various audiences.
2. The act of making meaning of assessment results is a collaborative and social cognitive process that occurs through the telling of stories.
3. Storytelling complements abstract analysis, not as a replacement, but as a supplement. It is the combination of evidence and stories.
4. Evidence gives stories substance, but stories give evidence meaning.
5. Through telling stories assessment professionals provide a way to make sense of the educational experience and communicate that experience to others.

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Evidence-Based Storytelling

NILOA assists institutions in the practice of sharing assessment data through evidence-based narratives utilizing a collaborative, field-tested peer review process. Evidence-based storytelling, informed by the NILOA Transparency Framework, offers an innovative strategy to help institutions meet current accountability and transparency demands.

To better tell institutional assessment stories using evidence of student learning specific to institutional context and audience, NILOA's Evidence-Based Storytelling Toolkit provides questions, tools, and resources for consideration in narrative development. Click on each banner to expand the selection and access each resource.

Please cite as: Jankowski, N. A., & Baker, G. (2019, August). *Building a narrative via evidence-based storytelling: A toolkit for practice*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

- ▼ Evidence-Based Storytelling Toolkit
- ▼ Planning for Effective Communication of Assessment
- ▼ Examples from Institutions & Organizations
- ▼ Learning Improvement Resources
- ▼ Additional Resources



Learning Improvement

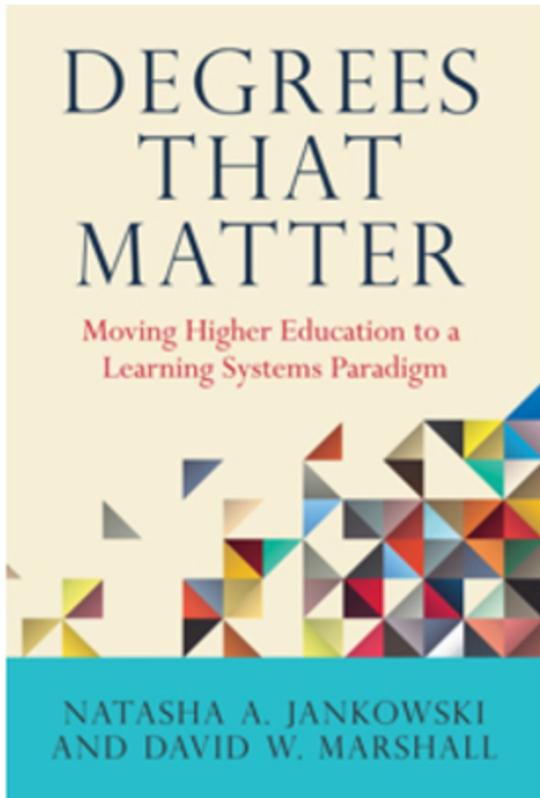
Simply put, a change(s) in the learning environment that produces better student learning (evidenced by better student achievement).

We know that assessment contributes to faculty's learning and changes to assignments, curriculum, policies, etc. These kinds of changes to the learning environment are integral to each story.

<https://www.learning-improvement.org/>



Learning Paradigm Learning Systems Paradigm



Institution-Focused	Learner-Centered
Learning assessed for a sample of students	Learning demonstrated for every student
Normative approach	Responsive approach
Summative	Formative
Structured (seat time)	Adaptive/flexible offerings
Implicit outcomes and connections	Explicit outcomes and connections
Individual courses	“our courses”
Silos/territories	⁵¹ Integrated and collaborative
Learning occurring in the institution	Learning happening everywhere

Telling Our Stories

- What did we do and *why* throughout the course of remote instruction and operation? Based on what evidence?
- What changes were made to learning processes, practices, and approaches? Why?
- What evidence of learning do we have? How trustworthy is it?
- Where do we feel strongly about student learning and where are we maybe a bit more concerned? Why?
- How are we considering which evidence is included or represented and which voices in the telling of our stories?

Learning Outcome Assessment Communication Continuum

**Compliance
posting of
outcomes &
select
(favorable)
results**

**More tailored posting of
outcomes, by
program/major
experience & results for
different audiences**

**Nuanced, tailored framework
for communicating
outcomes, improvements, in
comprehensive, student-
focused, culturally
responsive way**

**Oversharing of easy
to measure
outcomes & results,
just to do
something**

**More complete picture of all the
places learning occurs, posting
outcomes in student
affairs/services & results for
different audiences**



Example: XYZ Community College

The Internal Narrative

- Successful SACSCOC visit
- Progress on meaningful outcomes
- Progress on Planning for Improvement
- Support for outcomes/assessment process
- Attention toward best practices, VALUE rubrics, exposure for faculty and unit leaders
- Strong internal management processes for tracking, monitoring, decision making
- Positive engagement with faculty, unit leaders, staff across the institution
- Prior to visit – Not a great deal of interunit visibility/accessibility of unit based assessment

The External Narrative (Public)

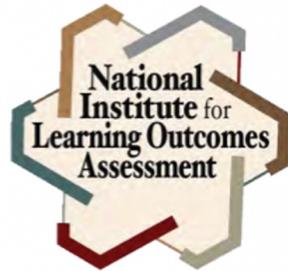
- Polished Site
- Programs/Units Visible
- Academic Affairs represented & accessible
- Student affairs represented & utilitarian
- Office of Research
 - ◉ Defined, Directory, a few 'how to' webinars on assessment for faculty/unit leaders
 - ◉ SACSCOC & Reporting excerpts

XYZ Community College (cont.)

The 'Excavated' Narrative

- 3 campuses with 20 off campus sites
- Exceptional Licensure Pass rates
- Exceptionally high Employer Satisfaction
- Among comparison group (N=18) highest percentage of African American and Latina women
- Full Time Retention rates ahead of comparison group
- Highest first time, first degree completion rates for African American and Latina women
- Highest overall graduation rates for full time, first time degree/certificate seeking undergrads

In 2 sentences, what is distinct about your program/institution and the students whom you serve?



A New Decade for Assessment: Embedding Equity into Assessment Praxis

Erick Montenegro
& Natasha A. Jankowski

Equity-minded assessment entails the following actions:

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.
- Link: <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>

From personal...

- Student Affairs Assessment Leaders (SAAL) Statement
 - Assessment is not exempt from being complicit or contributing to oppression, biased interpretation, erasure of identities, or inviting only privileged perspectives for contributions. While we work as assessment professionals, we are human beings and still subject to the biases of our cultures.
- SAAL Reflection Questions
 - Engage in active self-reflection or reflexivity.
 - ⦿ How do your identities shape your approach to data collection and analysis?
 - ⦿ What voices are elevated?
 - ⦿ How is evidence determined to be valid?
 - ⦿ Who has a say in the credibility of evidence?

...to students...

Who is aware of learning outcomes? When and in what ways?

Are students clear on why they are doing assignments or different tasks? How their learning connects across course or experiences or employment?

Can we measure students on things they weren't aware they were being measured upon?

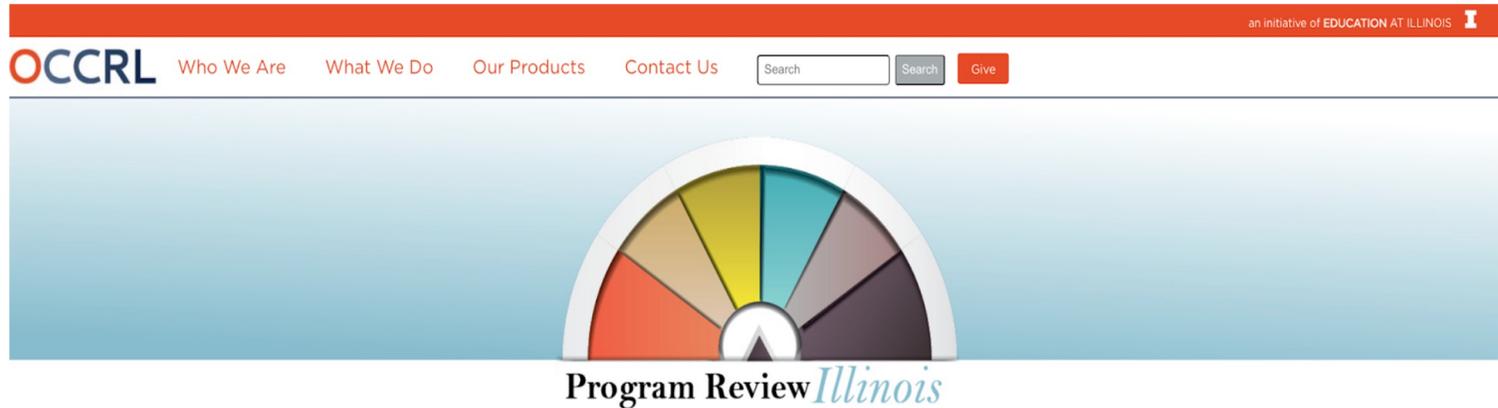
Do they know they learned something? And was it what we intended?

Have you looked at your program, department, unit(s) learning outcomes?

NILOA Equity Responses

Ebony Zamani-Gallaher	Thomas Nelson Laird & Allison BrekaLorenz	Melissa Wright	Pamela Petrease Felder	Jan McArthur
Professional Development & Pedagogy	Culturally Responsive Pedagogy	Inclusivity	Inclusive Learning Environments	Faculty & Pedagogy
Jodi Fisler	Erika R. Williams	Joseph D. Levy & Chii A. Hui	Ian Clark & Masahiro Asanuma	Sheri Williams & Eason Dorman

...to programs...



Overview View →	Program Review Advisory Committee View →
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Through its program review process, the Illinois Community College Board (ICCB) coordinates a statewide system of review of instructional programs of study provided by community colleges in Illinois. The intent of this review process is to support colleges in making campus-level planning and decisions related to the quality, cost effectiveness, assessment, and improvement of programs. The program review process also identifies programs that should be discontinued or scaled-back as well as best practices and other exemplary innovations that can be scaled internally or externally to fit the college. A program review manual and supporting materials are provided by ICCB to guide the process.

Goals

The Office of Community College Research and Leadership (OCCRL) is conducting an evaluation of the ICCB program review process for career and technical education programs.

OCCRL has four goals for this evaluation study:

Webinars

Advancing Program Review: Preliminary Results of OCCRL's Participatory Evaluation of the Illinois Program Review Process



...to systems

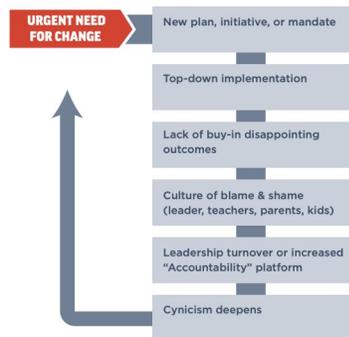
Source: National Equity Project: Leading for Equity Framework (<https://www.carnegiefoundation.org/wp-content/uploads/2020/09/Leading-for-Equity-Framework.pdf>)



5 | Equity Leadership and Systems Change

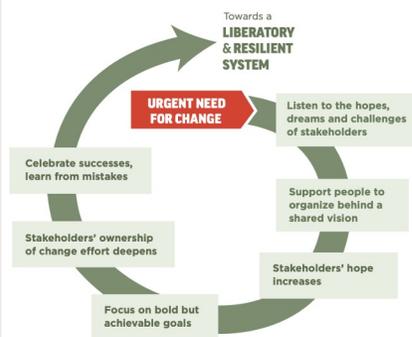
Reproductive System

How systems tend to work in ways that inhibit change capacity and reproduce inequity



Liberatory, Resilient System

How systems transform by deepening their capacity for change and addressing equity challenges

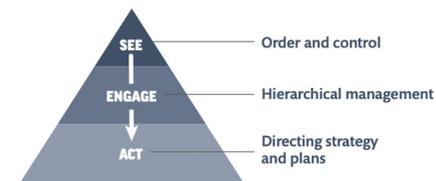


2 | Expanding Our Mental Model of Leadership

It is critical to recognize the nature of your situation and take the appropriate approach.

Traditional leadership

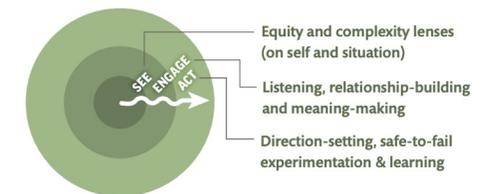
Controlled approach—top-down



Pyramid Leadership: This approach is appropriate when the problems are "simple" (obvious) or "complicated" (manageable and the solutions can be known). It is the dominant culture default leadership approach. **This approach emphasizes performance.**

Equity leadership

Emergent approach—inside-out



Circle Leadership: This approach is needed when problems are "complex" (messy and solutions can't be known in advance). Strategies must be developed through experimentation and learning. This approach runs counter to our deeply entrained notions of what good leadership is. **This approach emphasizes learning.**



Essential Elements

Credential Pathways

Identify a **cohort** of states and institutions.

Scale the **curricular alignment** model across non-degree and credit with emphasis on quality and **equity** criteria.

Provide **technical assistance** to inform system redesign efforts.

Bundling and Sequencing Supports

Support **state systems** to better bundle and deliver student supports (academic, financial, and holistic) as part of **pathway redesign** models.

Enlist **local partners** to advise and provide technical assistance to support this integration and center equity.

Culturally Sustaining

Identify partners to help weave in **culturally sustaining approaches** within bundled student success strategies and redesigned pathways.

Emphasis on **dismantling approaches** that contribute to disparate/stratified outcomes.

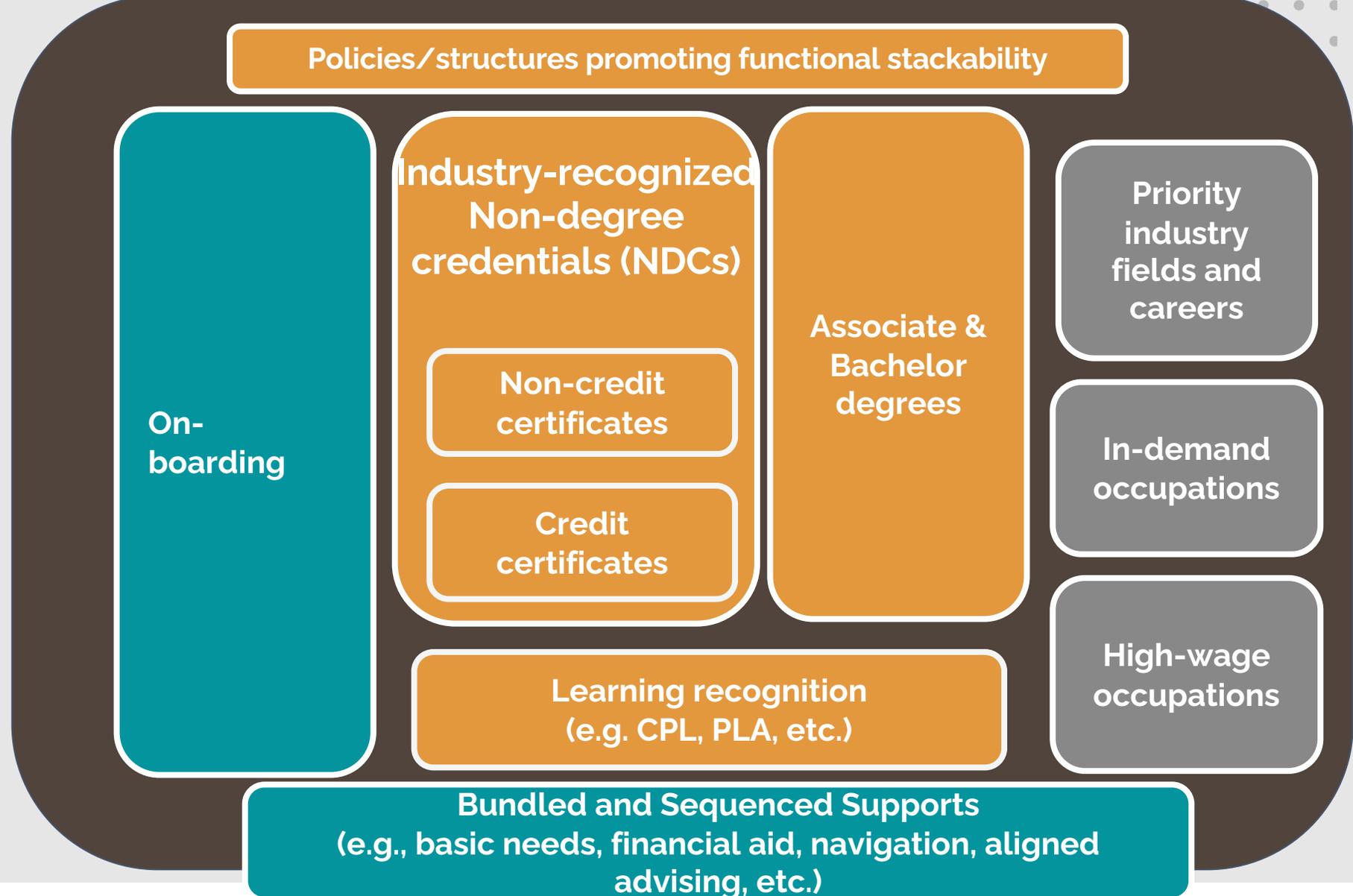
Two percent increase in credential attainment for enrolled Black, Hispanic, and Native American ages 25-64 at participating community colleges by 2023

Our REACH Universe

Culturally Sustaining Practices (CUSP)

Bundling and Sequencing Supports

Credential to Degrees Alignment



Assessment as good questions about teaching and learning

- What do we want our students to know and be able to do?
- What opportunities do we provide for developing these abilities? Are our courses “aligned”?
- How do we know if and how well students are achieving course and program goals? What is the evidence?
- How do we use that evidence to strengthen teaching, course design, curriculum, and other aspects of the student experience?
- How can we work together on these questions, building a collaborative culture of evidence and improvement?

Questions



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