

# Student Learning Outcomes Assessment: Past, Present, and Future

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NATASHA JANKOWSKI, DIRECTOR

NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT





## NILOA

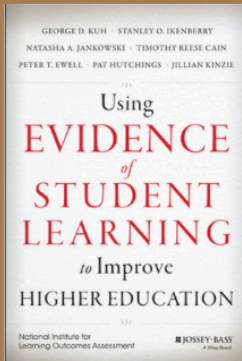
**NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.**

- 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



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](#)

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### 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

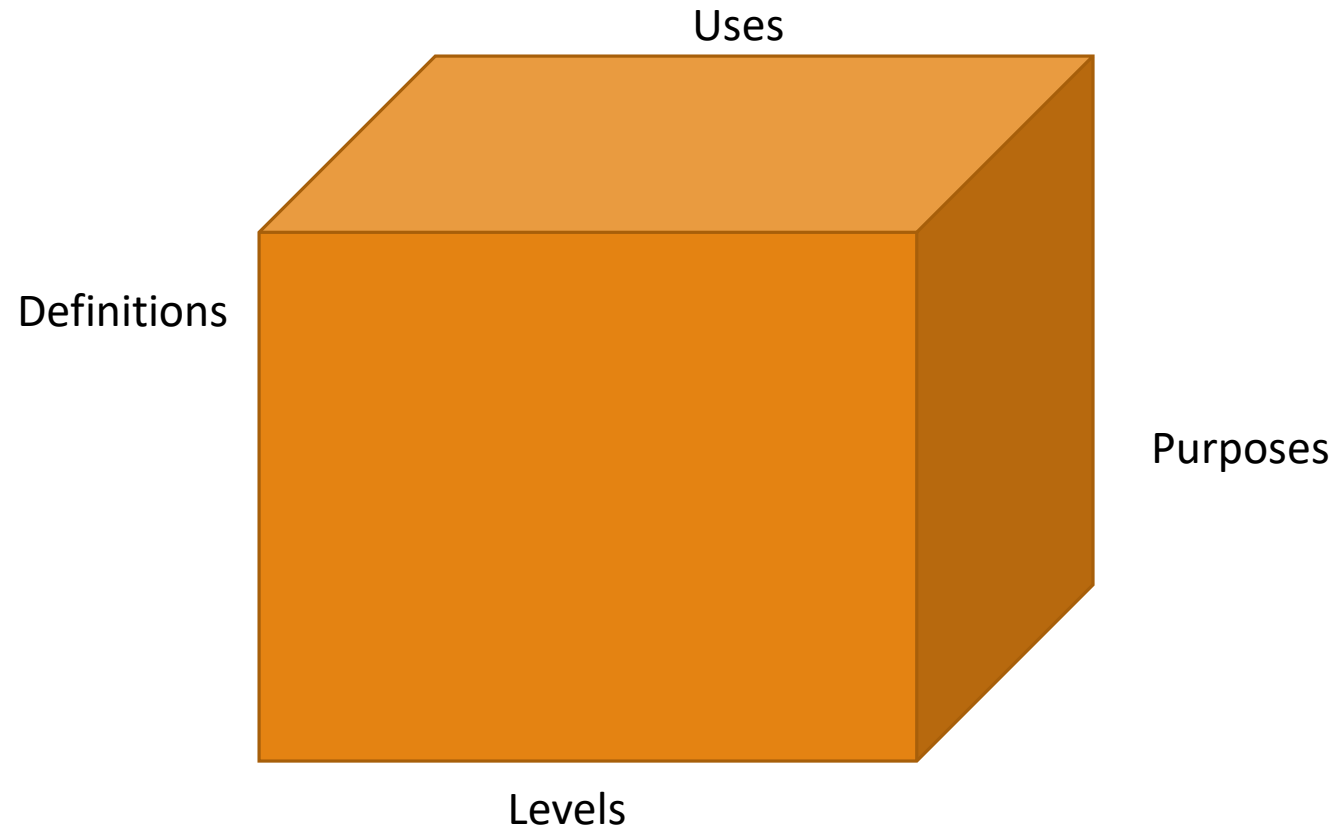
Fri, Mar 10, 2017 - 08:00 am  
Maris Stansbury, eCampus News

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.



# Assessment Cube of Misunderstandings

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# Added Layers

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Behind each side of the cube there are:

1. Theories about how students learn
2. Beliefs around what can be assessed
3. The “best” or “proper” means to assess student learning
4. How to warrant arguments about what students know and can do as a result of education

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All with no agreements, leading to disputes built around unclear assumptions that impact practice with people dismissing other sides

# Four Schools of Thought

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Measurement

Compliance

Knowledge-Society Based

Student-centered Learning

# Measurement

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Built upon scientific principles or empirical research, objective, rational, validity, and reliability

*The Multi-State Collaborative: A Preliminary Examination of Convergent Validation Evidence*

~Mark Nicholas, John Hathcoat, & Brittany Brown

- Testing and standardization
- Must be measurable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons





# VALUE report

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# Compliance

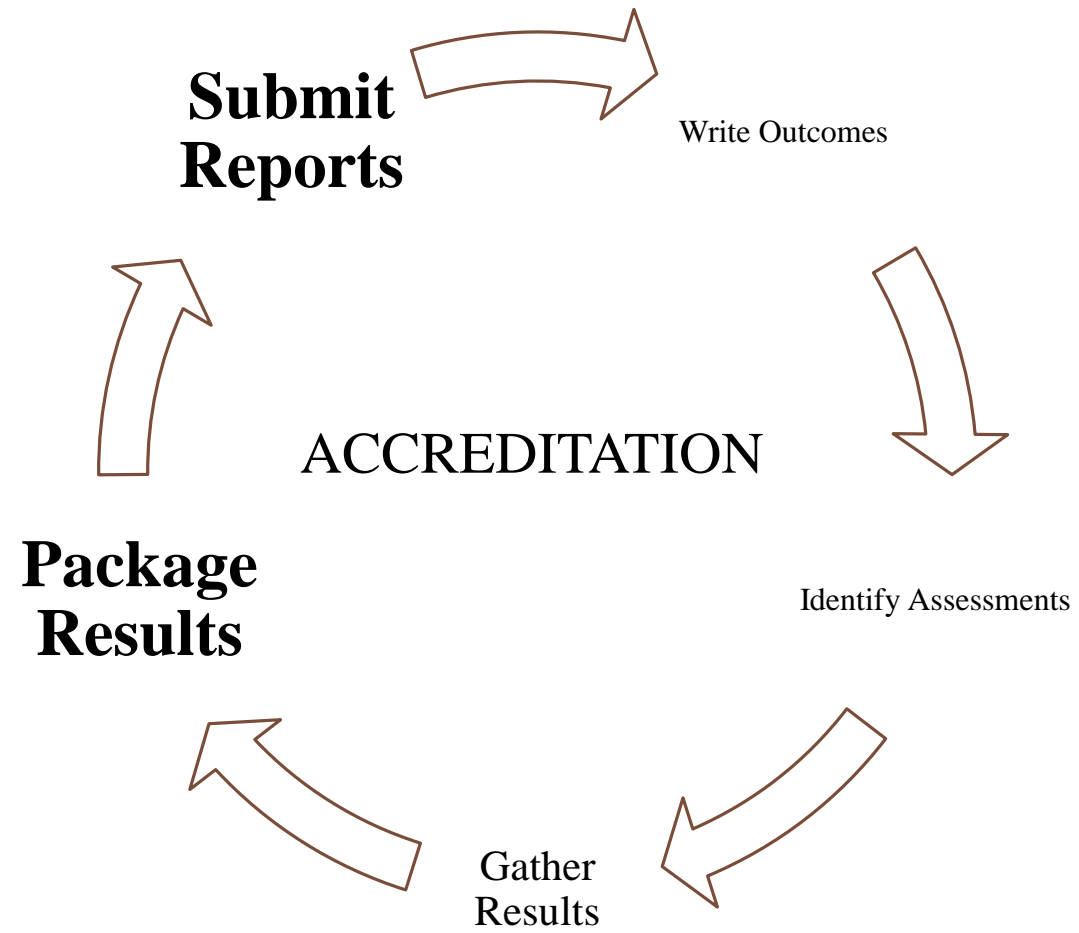
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Documenting institutional quality assurance through reporting frameworks

*Is assessment destroying the liberal arts?* ~Karin Brown

- Bureaucractic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive





GEORGE D. KUH · STANLEY O. IKENBERRY

NATASHA A. JANKOWSKI · TIMOTHY REESE CAIN

PETER T. EWELL · PAT HUTCHINGS · JILLIAN KINZIE

Using  
**EVIDENCE**  
*of*  
**STUDENT**  
**LEARNING**  
*to Improve*  
**HIGHER EDUCATION**

National Institute for  
Learning Outcomes Assessment

**JOSSEY-BASS**  
A Wiley Brand

# Knowledge Society-Based Assessment

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Neo-liberal ideologies and conceptions of relationships between employers, work, and education

*The need for a talent management pipeline from higher education*~Jason Tyzsko

- Vocationalizing curriculum
- Managerial approaches
- External reviewers
- Summative
- Value-added
- Pipeline to employment

# But where are the students...?

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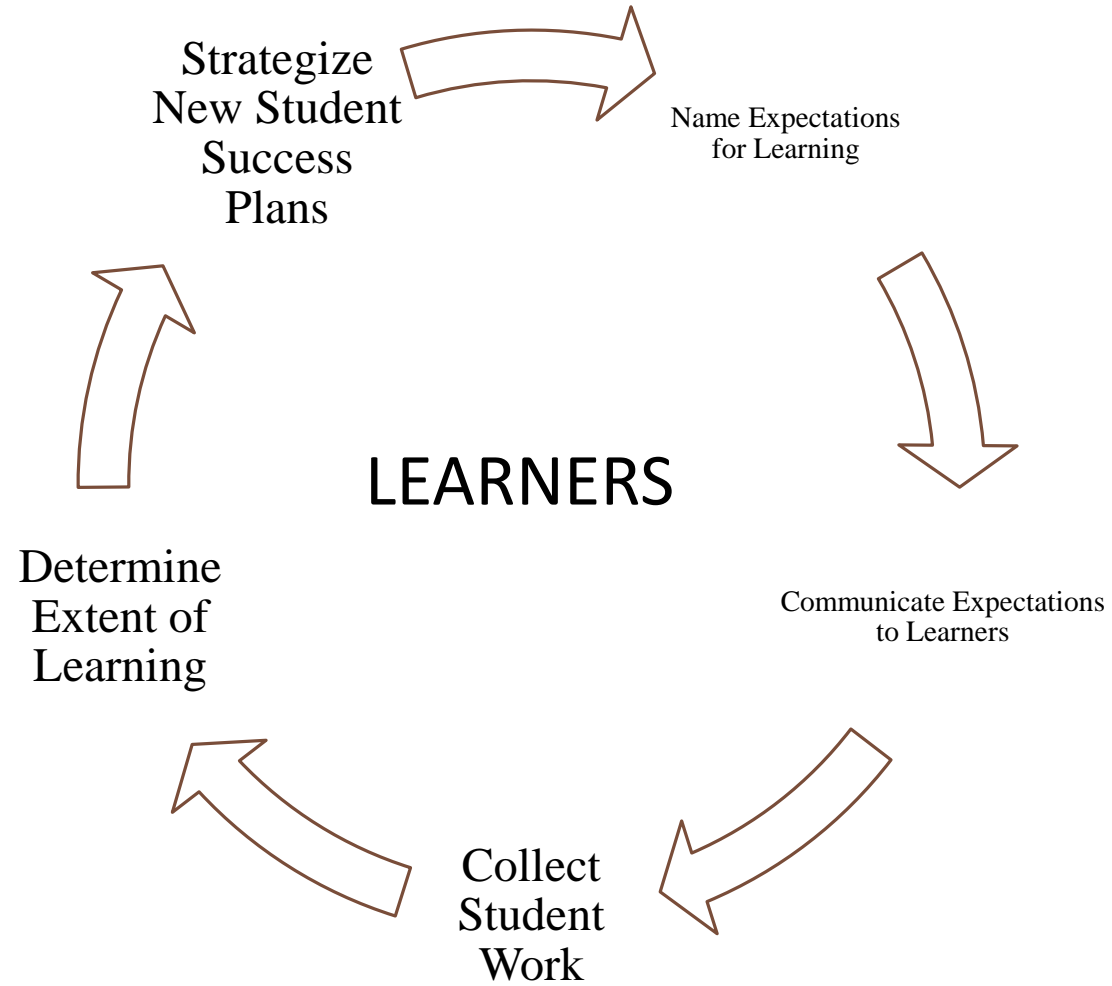
# Student-Centered Learning

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Focus on pedagogy, understanding of student experience, informing program improvement, embedded in curricular design and feedback, builds student agency

*Does continuous assessment in higher education support student learning?* ~Rosario Hernandez

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on individual students
- Students as active participants – not something done to them
- Formative
- Feedback
- Collaborative
- Assessment for learning





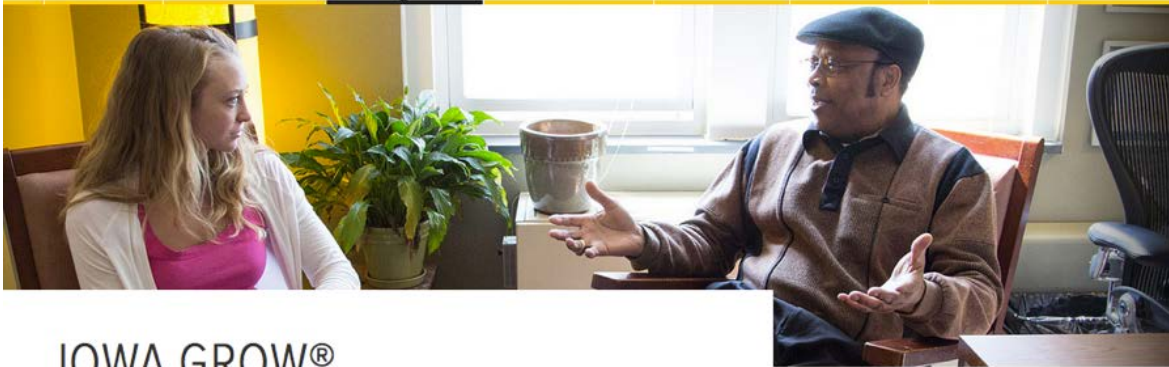
# Examples



The UNIVERSITY OF IOWA  Division of Student Life ▾

## VICE PRESIDENT FOR STUDENT LIFE

HOME TOM'S PAGE INITIATIVES ASSESSMENT AWARDS PARENTS STAFF



### IOWA GROW®

*Learning, Connecting, Reflecting*

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® 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

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

### INITIATIVES

- Initiatives
- IOWA GROW®**
- How We GROW®
- Implementation
- Recognition and Resources
- Multiculturalism and Diversity
- Collegiate Readership Program



National Institute for Learning Outcomes Assessment

January 2017

# Equity and Assessment: Moving Towards Culturally Responsive Assessment

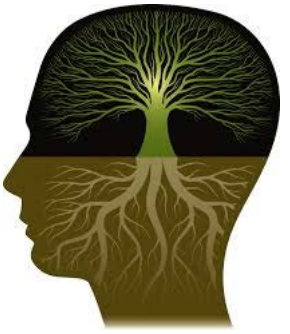
Erick Montenegro and Natasha A. Jankowski



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Occasional Paper #29

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)



# Epistemology

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Assessment is fundamentally about epistemology – what does it mean to say a student knows or fails to demonstrate that they know something? How do we know students have learned? How can we say that students are learning or acquired knowledge? But what are our epistemologies?

- Compliance assessment – propositional knowledge describing a state of affairs – that students have learned
- Measurement models - set of individually necessary and jointly sufficient conditions which determine whether someone knows something
- **There are beliefs – but that is not enough because our beliefs may not necessarily describe the ways things actually are so we need to justify our beliefs.**
- **It's also questions of ethics and ontology – who gets to learn? Who are the learners?**

# Assessment is a Field

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And it is a field that moves

Moving forward, be mindful of the institutional history with assessment and institutional culture.

If we don't address how what we are doing is different, we will be in a harder place.

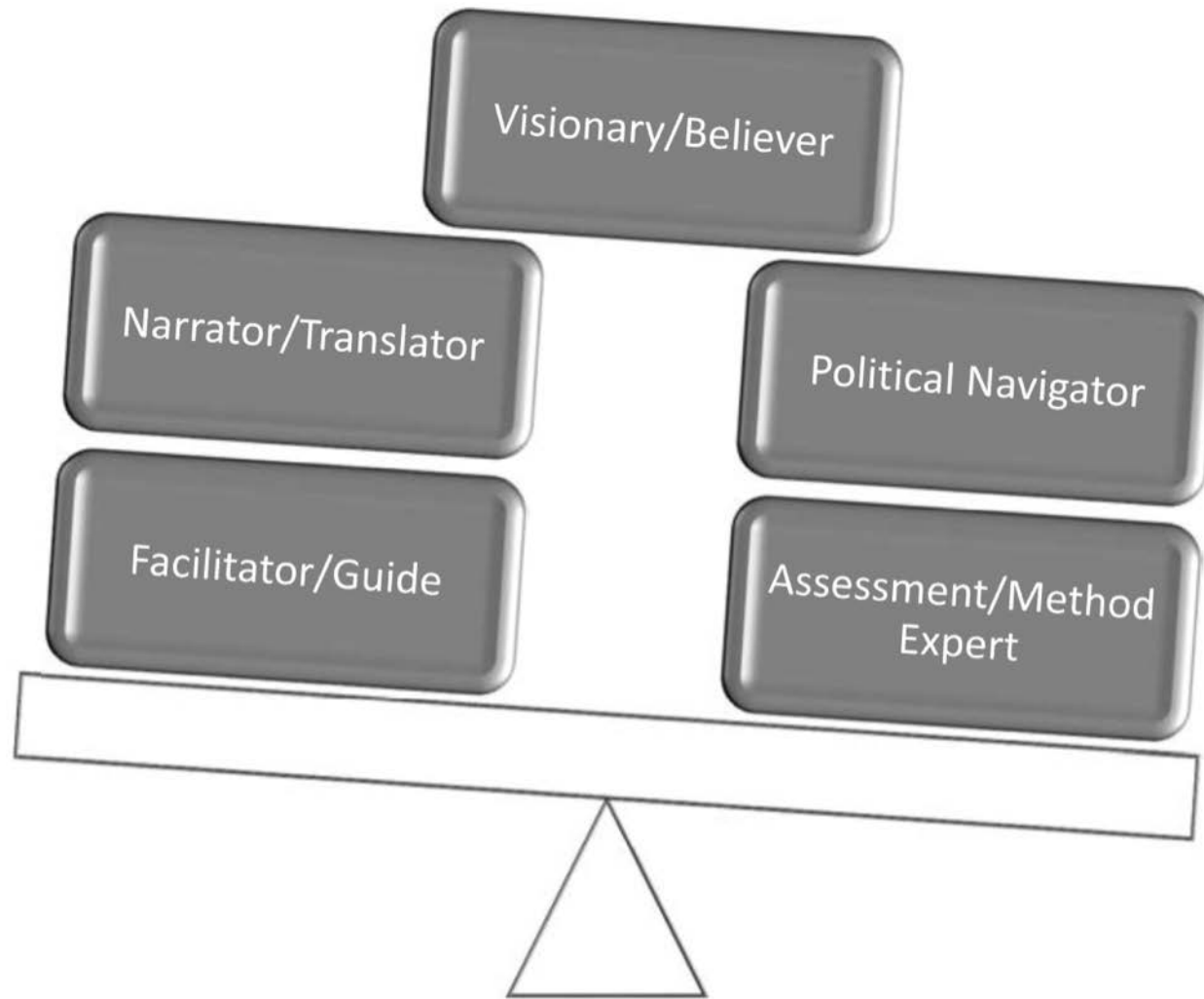


FIG. 1 Representation of assessment practitioner roles.



# Evidence-based Storytelling

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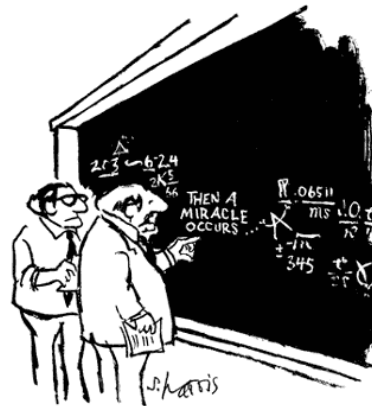
Evidence of student learning is used in **support of claims or arguments** about **improvement and accountability** told through **stories** to **persuade a specific audience**.

**Need to tell our story and help students tell theirs.**

# What does good assessment look like for us here?

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## Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?



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



# Causal Statements

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The ability to make causal claims about our impact on students and their learning

Institutional structures and support + student = enhanced learning



# Difficulty of Causal Statements

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Mobility of students

Untracked changes

Changes in courses add up to program level change

Lack of clarity on what even counts as a program

Life

Levels at which use occurs

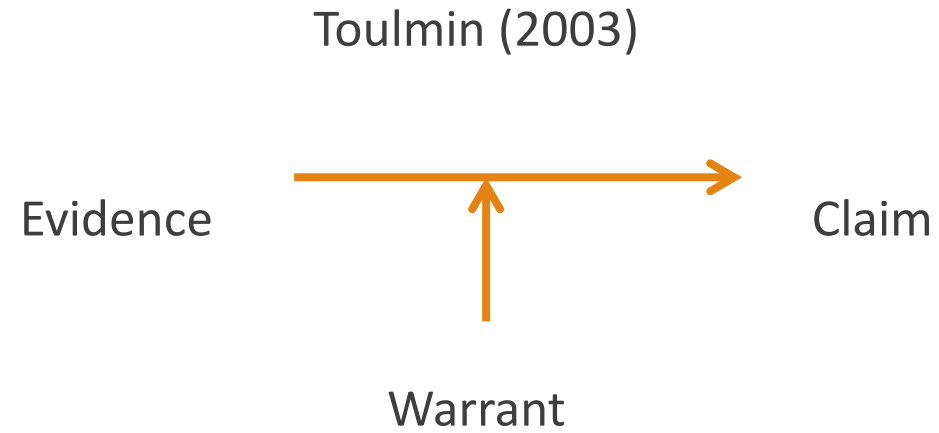
Longer than a year cycle

Loosely coupled relationships



# But...

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Warrants

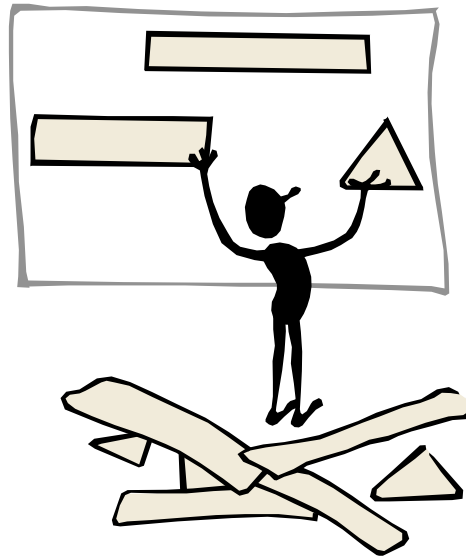
Arguments

# Theories of Change

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Why do we think the changes we make will lead to better outcomes?

What is assumed in the changes we select as it relates to how students understand and navigate higher education?



# For instance...

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Coverage and content

Opportunities and support

Intentional, coherent, aligned pathways

Within each of these is the belief about root causes – why students were not learning or not meeting the outcome and the mechanism by which the institution can help them succeed

# Transparency

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## Awareness of Learning Outcome Statements



*p.s. there's hope*

*The Hope Movement | Tumblr*

# Questions and discussion

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<http://www.learningoutcomesassessment.org>

[www.assignmentlibrary.org](http://www.assignmentlibrary.org)

[www.degreeprofile.org](http://www.degreeprofile.org)

