

Beyond Compliance: Assessment as a Tool for Improving Student Learning

Jillian Kinzie

NSSE Institute and
National Institute for
Learning Outcomes
Assessment (NILOA)

Indiana University



**REGIONAL COMMUNITY COLLEGE ASSESSMENT
CONFERENCE**

Assessment: Shifting from Compliance to Ownership

“America is being held back by the quality and quantity of learning in college”

Colleges are Not Accountable for Results

Colleges have failed at higher learning

Costs too much!

Business leaders: college graduates are not achieving broad, cross-cutting learning outcomes to fuel a technology-rich, innovation-driven economy



What should students be able to know and do when they graduate?



How will we know?

What learning experiences should be a part of an undergraduate education?

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent



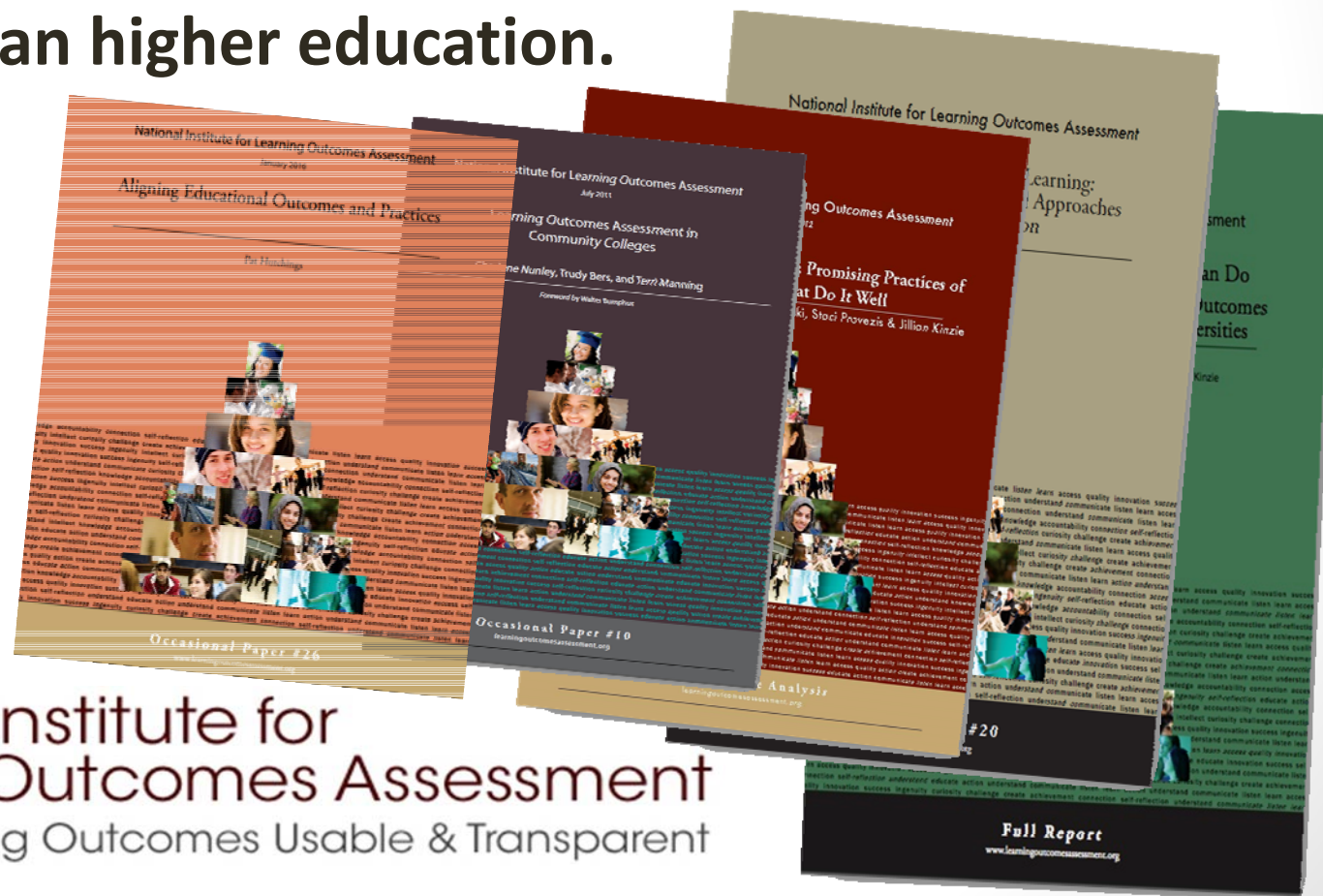
Since 2008, NILOA's mission has been to discover and disseminate effective uses of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- 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 SCANS ● DEGREE QUALIFICATIONS PROFILE
- TUNING USA ● COACHING ● ASSIGNMENT DESIGN

www.learningoutcomesassessment.org

NILOA Assertion:

Understanding what students know and can do as a result of their college education is fundamental to student success and to the quality and effectiveness of American higher education.



National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

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FULL NAVIGATION >>

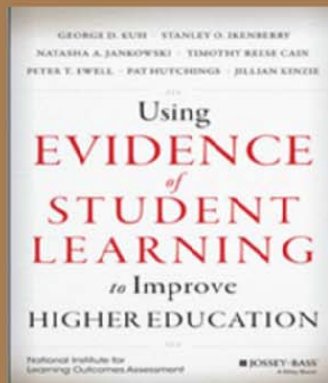


Welcome to NILOA



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

- [EIA Designation](#)
- [Change Article](#)
- [NILOA Newsletter](#)
- [NILOA Book](#)
- [Featured Assignment](#)



Westmont College

Westmont College's Student Achievement webpage is this month's Featured Website in the categories of Communication and Centralized Assessment Repository.

[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		

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Better Data Are Key to Improved Performance by Students and Colleges

Wed, Apr 13, 2016 - 08:00 am
Kelly Field in The Chronicle of Higher Education

A report from the Bill & Melinda Gates Foundation contains insights about the lack of evidence about colleges and universities' impact on student learning. One of the main problems of this lack of evidence is that there is not enough transparency for the benefit of the public and policy makers.

Improving Rates of Success in STEM Fields

Wed, Apr 13, 2016 - 08:00 am
Steven Mintz in Inside Higher Education

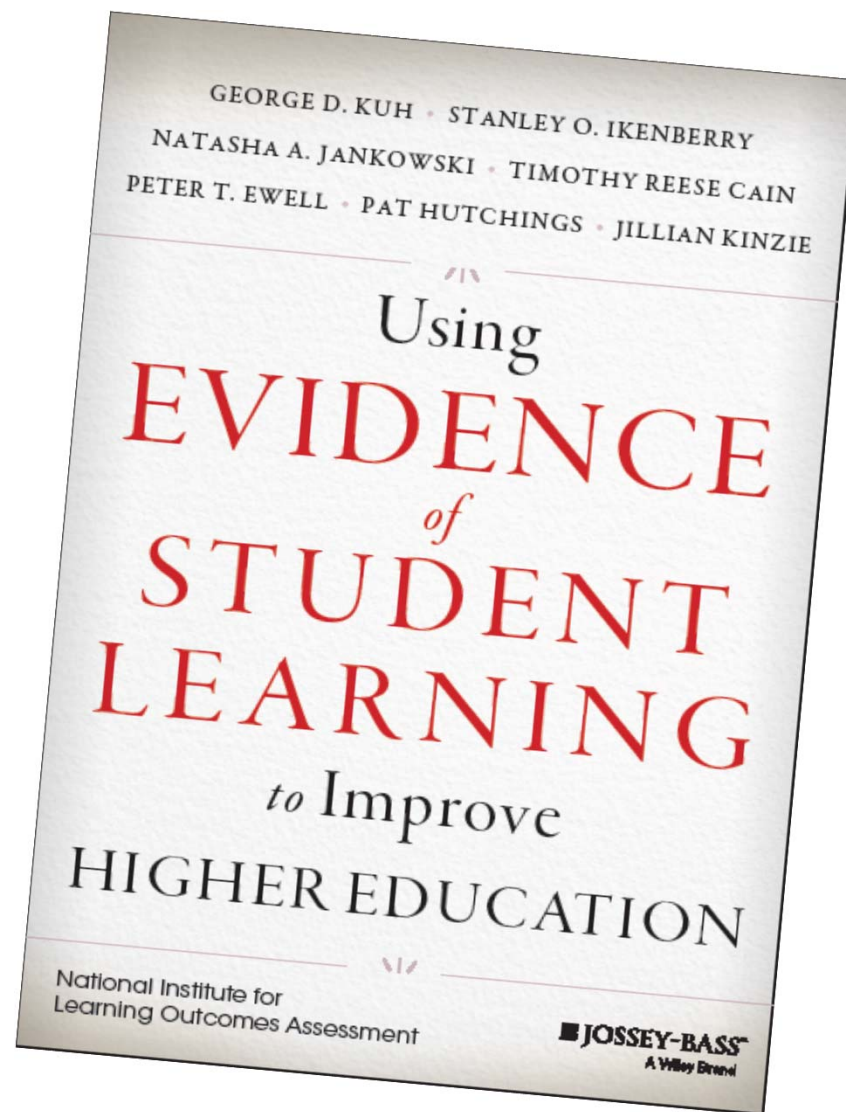
Seeking to increase the success of non-traditional students in STEM Fields, Steven Mintz reported on the creation of a B.S. in Biomedical Science prototype program that uses various learning approaches, such as assessment.

Social Science Research Offers Insights on Pathways

Wed, Apr 13, 2016 - 08:00 am
Ellie Ashford in Community College Daily

Students may benefit from pathways within higher education given that they can provide students with clear, reachable goals towards graduating on time with necessary knowledge and skills.

Making Assessment Matter



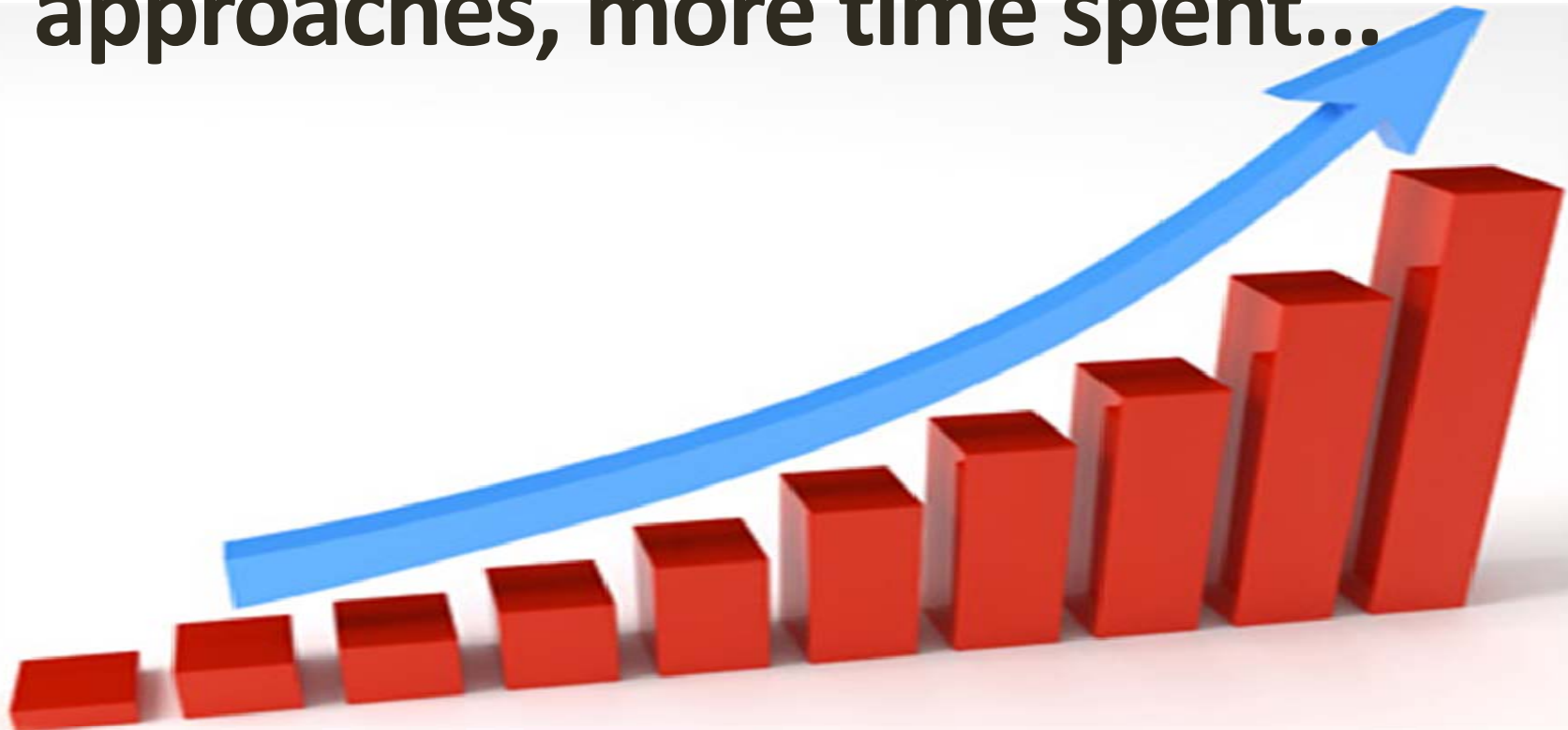


True or False: Nearly all
community colleges “have adopted
or developed an explicit set of
student learning outcomes
common to all students?”

TRUE. 87%

Stated learning outcomes are now the norm.

**Even more assessment activity...
greater range of tools, more
approaches, more time spent...**



Which approaches do you find most useful?

Approach

Student Placement Exams

Classroom-based Performance Assessments

National Student Surveys

Rubrics

Locally Developed Student Surveys

Employer Surveys

Capstone Projects

Locally Developed Knowledge & Skills Measures

Alumni Surveys

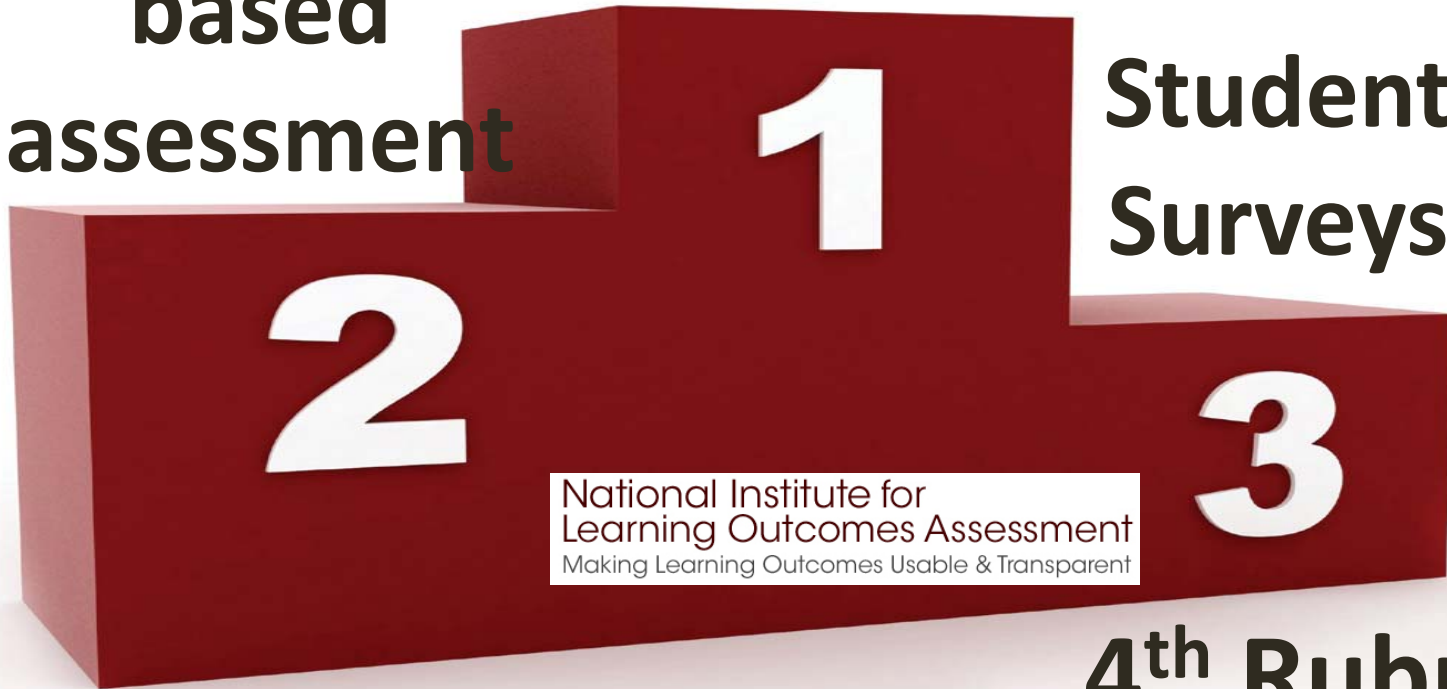
Externally-Situated Performance Assessments

Portfolios

General Knowledge & Skills Measures

Top 3 Most Valuable Assessment Approaches in Community Colleges

Classroom-based assessment **Student Placement Exams** **National Student Surveys**



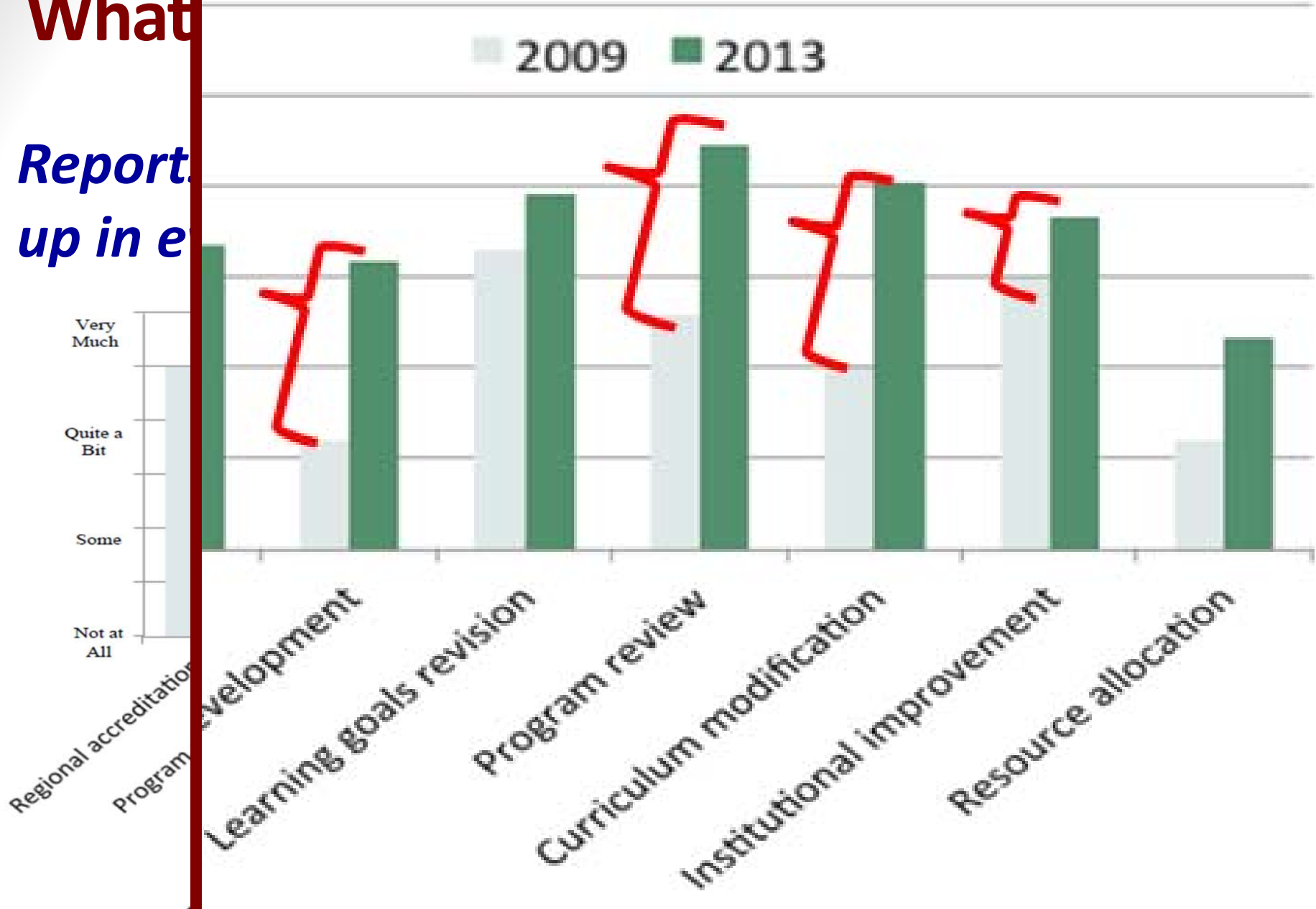
4th Rubrics

What are Community Colleges doing with these results?

Purpose	Percent “Quite a Bit” or “Very Much”
Regional Accreditation	89%
Program Accreditation	82%
Program Review	80%
External Accountability Reporting Requirements	74%
Curriculum Modification	73%
Commitment to Institutional Improvement	66%
Learning Goals Revision	65%
Strategic Planning	63%
Institutional Benchmarking	54%
Academic Policy Development or Modification	53%
Professional Development for Faculty and Staff	48%
Resource Allocation and Budgeting	36%
Trustee/Governing Board Deliberations	30%
Prospective Student and Family Information	9%
Alumni Communication	3%

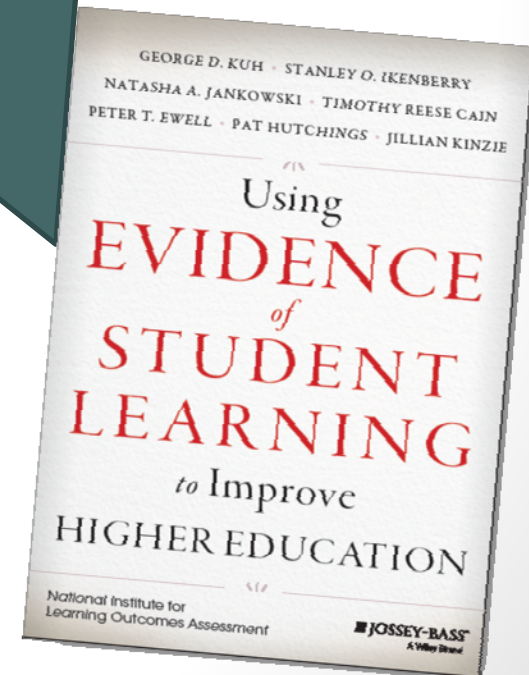
What

Report
up in e



Yet, despite 30 years of effort,
assessment has had an
embarrassingly modest impact
on student and institutional
performance.

ZOINKS!



Hypotheses

- 1. Has activity been driven too much from the outside?*
- 2. Has the process of assessment taken precedence over the use of findings to improve?*
- 3. Is assessment mired in a culture of compliance, rather than driven by a collective concern about student performance or an ethos of improvement?*



The Reason Assessment is Done...

Administrators (Fuller, 2013):

- Improve student learning (43%)
- Compliance activities – Accreditation & Compliance with Gov't mandates (40%)



Faculty (Fuller, 2014):

- Improve student learning (38%)
- Compliance activities - Accreditation & Compliance with Gov't mandates (43%)



Administrator vs. Faculty View of Assessment

- Assessment results are used to scare faculty & staff into compliance with what administration wants
- The majority of administrators only focus on assessment in response to compliance requirements)

Administrator View:

- **5%**
(strongly agree-somewhat agree)
- **53%**
(strongly agree-somewhat agree)

Faculty View:

- **35%**
(strongly agree – somewhat agree)
- **67%**
(strongly agree-somewhat agree)

Assessment is Necessary Evil

% Agree??

Administrators = 24%



Faculty = 49%



Fuller, M. Administrator Survey, 2013; Faculty Survey 2014

Introduction

WHY IS ASSESSMENT A REVEILED WORD?

You are already assessing—you do it every day in your classrooms. The syllabus you have now is not the exact same one you had when you first taught the course, because as you responded to student needs/problems/new technology, etc. things changed. In assessment terminology, you ‘closed the loop.’ So if we are already doing this, why does assessment have such a negative connotation? In part this is because it is often linked to accreditation—you don’t do it because you want to, but because you are being MADE to by an accrediting body. At its heart, assessment is about **continuous improvement**—helping our students do better because we are more conscious about the way we teach material, our expectations for students, and whether our assignments/projects/exams allow students to demonstrate their knowledge/skills. If we can view assessment as a tool for ongoing class/program improvement, we may no longer view it as a chore.

For consistency across campus and to foster continuous improvement (CI) here is an overview of the procedures to follow in assessment of student learning outcomes (SLO's):

- 1) Create program purpose and goals
- 2) Create measurable SLO's
- 3) Develop the measurement tool
- 4) Set goals

<http://uca.edu/assessment/introduction/>



Home ▶ Teaching & Learning Resources ▶ Course Design ▶ Assessment ▶

Assessment Overview

Definition

Assessment is a multi-faceted entity, viewed by some in the academy as a chore and by others as the necessary cycle of review and revision of their professional efforts. Generally those with the former outlook are focusing on assessment as being caused by an outside requirement and those with the latter are focusing on assessment as something they would do continuously without outside mandates. They are curious as to how their actions influence the performance of their students.



<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/assessmentOverview/index.php>

How do we turn assessment from an external chore to an internal quest for information that provides answers to important questions about student learning and success?



"You realize, we're going to have enforcement issues."

How can we get beyond compliance to make assessment consequential?



- **Do you have an example of consequential assessment?**



Five Suggestions for Making Assessment Consequential





1. Make Data Actionable!

Data are Actionable because assessment is focused on needs and interests of users

FROM

- **Data from dashboards, surveys, rubrics provided**
- **Assessment planned at the end**
- **Assessment director or IR responds to users requests for data**

TO

- **Questions, interests of users drive assessment**
- **Evidence gathering priorities determined at the beginning of project**
- **Assessment director or IR at the table with stakeholders**

1. Create occasions for people to come together to identify questions about student learning, and to consider assessment findings

- *Evidence not as “the answer” but as an invitation to deliberation and conversation*



2. Organize conversation around issues educators care about (not around source of data)

- *What do we know about our students as writers...looking at local portfolios, NSSE data, info from writing center?*

Issues Educators Care About:

Limited diverse learning experiences

Brought faculty & student affairs staff together to discuss NSSE Diverse Experience scores

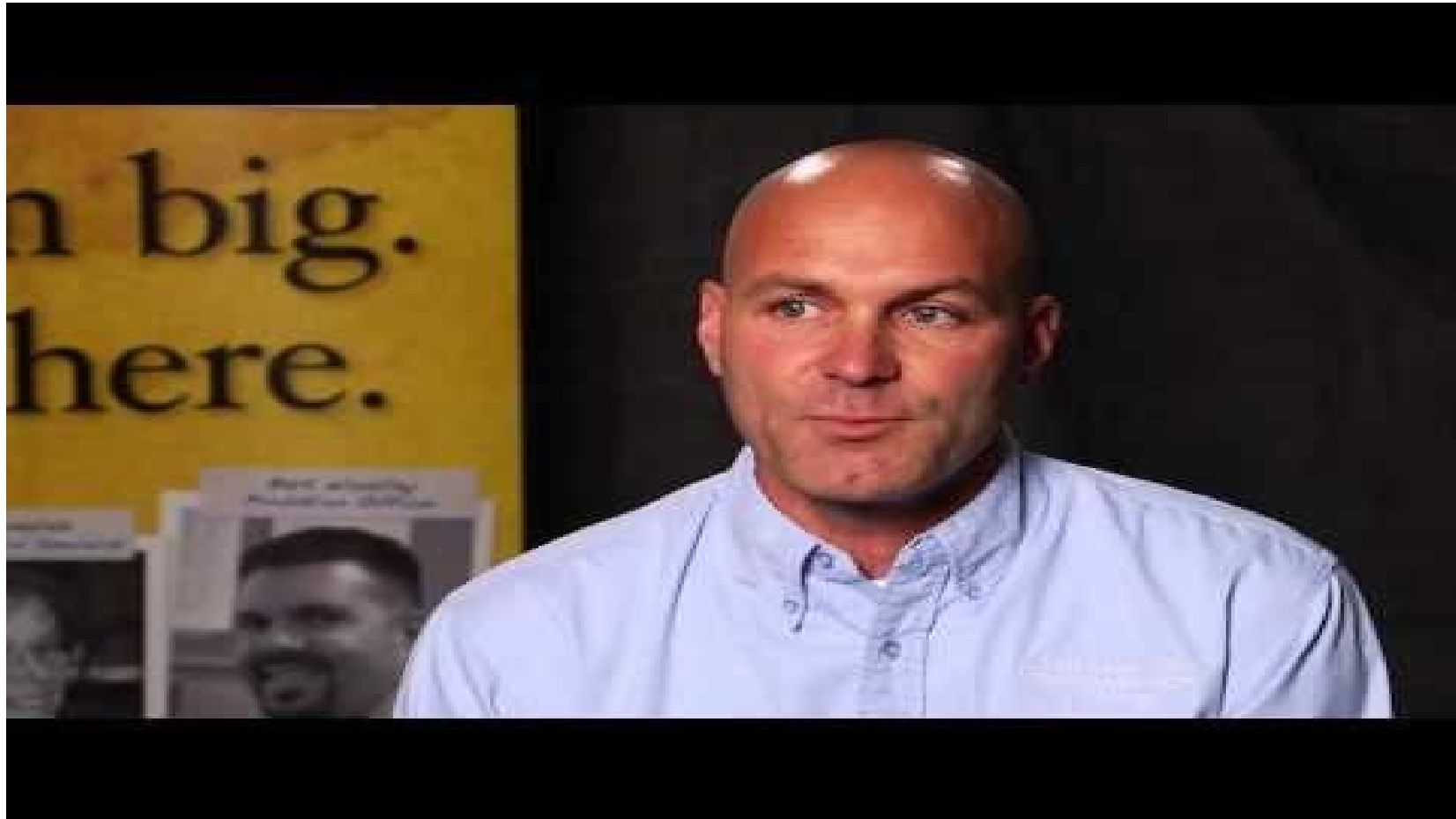
Identified items, set thresholds:

- 1) serious conversations with students of a different race-ethnicity, 2) integrating diverse ideas across courses; 3) understanding people of other racial-ethnic backgrounds



Offered faculty opportunities to learn about teaching methods to engage students in difficult dialogue, partnered on SA programming. Then measured progress.

Focus Assessment on the “Problem” Faculty are Trying to Solve



<http://www.slcc.edu/assessment/craig-caldwell.aspx>

PAUSE for reflection: How can evidence from assessment be shaped in ways that are more actionable in terms of user needs and interests?



2. Embed Assessment in Teaching & Learning



How do we express the value of outcome assessment and SLOs to students?

It is time that we make the implicit explicit.

The screenshot shows the Long Beach City College website. At the top, the college logo and name are displayed, along with navigation links for 'About', 'Students', 'Faculty & Staff', 'Giving to LBCC', and 'Employment'. Below this, a secondary navigation bar includes 'Admissions', 'Counseling', 'Disabled Student Services', 'EOPs', and 'Financial Aid'. The main content area is titled 'Student Guide to Learning Outcomes' and 'Outcomes Assessment'. It features a collage of student photos and several paragraphs of text explaining the importance of learning outcomes assessment for students. A sidebar on the left provides a 'Site Navigation' menu with categories like 'About Assessment', 'Forms to Submit SLO Changes/Updates', 'How to Assess SLOs', 'Examples of Assessment', 'Course and Program Review', 'Assessment Reports', and 'SLO Subcommittee'. A text box at the bottom of the page states: 'This website is specifically geared toward students. It describes student learning outcomes (SLOs) and provides answers to common questions about SLOs. Faculty can refer students to this website or use it as a teaching tool.'

Site Index | Phone Directory | Search

LONG BEACH CITY COLLEGE

About Students Faculty & Staff Giving to LBCC Employment

Admissions Counseling Disabled Student Services EOPs Financial Aid

Student Guide to Learning Outcomes

Outcomes Assessment

Going to college is a big investment in your life and you need to know that your time, money and effort will be worth it. Student learning outcomes assessment ensures that LBCC delivers an engaging, relevant learning experience to students like you.

We want all students, regardless of educational goals, to know what student learning outcomes are and where to find them. Having access to this information will assist you as you choose your courses, a major, or a program. It will also help you track your learning through a degree or certificate program and provide you with a clear understanding of what's expected from you and your professors.

So what exactly are student learning outcomes and what do we do with them? In a nutshell, student learning outcomes identify what you should be learning in a program or a course. If you review the SLOs for your course or program you will see that they are essentially the knowledge, skills, abilities, and/or attitudes that faculty members expect you to master during your schooling. Every year, faculty assess these outcomes to discover whether students are learning what faculty have said they should be learning and the results of these assessments guide faculty in making improvements to curriculum, course and program design, instruction, and assessment systems. SLO assessment is also a way to inform the community and outside agencies about the quality of student learning and success.

You also might be thinking, what can you do, as a student, with SLOs? Ultimately, SLOs are something you can use throughout your LBCC experience. Since SLOs indicate the scope and difficulty of learning, you can use them to determine your level of commitment and what kind of support or assistance will be necessary for your success. SLOs can provide you with a clear learning plan so you can really accomplish everything you want to do at LBCC. You can tell employers, "this is what I learned at LBCC" and "this is what I can show you that I can do because of having finished this course or program." You can also demonstrate to university professors your grasp of the undergraduate knowledge necessary to build upon as you move forward in your major.

This website is specifically geared toward students. It describes student learning outcomes (SLOs) and provides answers to common questions about SLOs. Faculty can refer students to this website or use it as a teaching tool.

Embedding Assessment in Teaching & Learning by Involving Students



Students assessing teaching and learning (SATAL), offered by the Center for Research on Teaching Excellence (CRTE), helps faculty, TAs, and academic programs gain a better sense of students' learning experience in classes and in other contexts.

“SATAL values the voice and views of students and their educational development.”



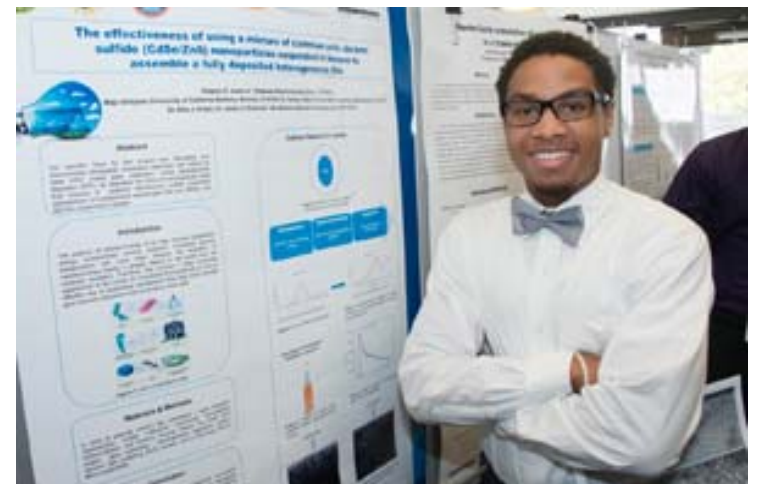
Most compelling & actionable evidence

- ✓ Rubric-based evaluations of students performance
- ✓ Surveys about educational processes, major field tests
- ✓ Comprehensive evaluations of student performance in internships, field placements
- ✓ Focus groups of students alumni and employers

WRITTEN COMMUNICATION VALUE RUBRIC
for more information, please contact: cde@uconn.edu

Definition:
Written communication is the development and expression of ideas in writing. Written communication skills are having to work in many genres and styles. It can involve working with many different writing technologies, and formatting, data, and images. Written communication abilities develop through iterative experience across the curriculum.
Evaluators are encouraged to assign a 2 or 3 for any work sample or collection of work that does not meet benchmark (all) any one performance.

	Capstone 1	3	2	1
Context and Purpose for Writing <i>Includes consideration of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, covering the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (e.g., presentation, formatting, and stylistic choices).	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skilled use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use available and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and diction, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors or slips.





Rio Salado College is committed to the assessment and improvement of the following College-wide Student Learning Outcomes:

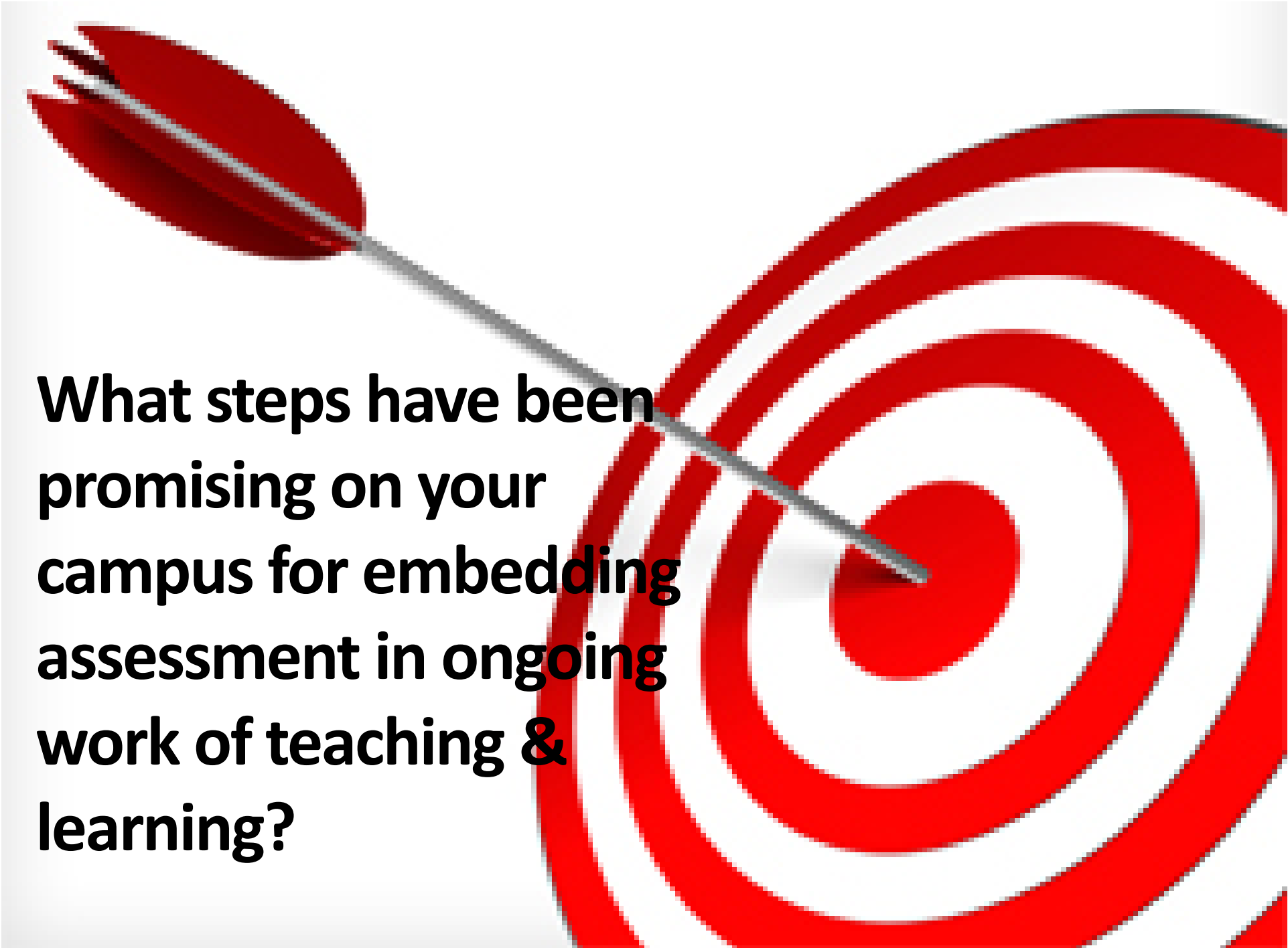
- » [Critical Thinking Rubric](#)
 - » [Critical Thinking Guide](#)
- » [Information Literacy Rubric](#)
 - » [Information Literacy Guide](#)
- » [Oral Communication Rubric](#)
 - » [Oral Communication Guide](#)
- » [Reading Rubric](#)
 - » [Reading Guide](#)
- » [Writing Rubric](#)
 - » [Writing Guide](#)

Rio Salado College focuses on assessment-directed improvement by gathering evidence of student learning to evaluate the teaching and learning process.

1) learning is the primary purpose of assessment; 2) assessment should lead to improvement and not be an end unto itself; and 3) faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work.

Some of the most useful evidence about student learning outcomes comes from projects, papers, performances, portfolios examinations, assigned in coursework.



A graphic featuring a target with concentric red and white rings. A red arrow with a silver shaft is positioned diagonally, hitting the center bullseye of the target. The background is a light gray gradient.

What steps have been promising on your campus for embedding assessment in ongoing work of teaching & learning?



**3. Filter, distill,
serve small bites**



We shared our NSSE results and nothing happened!

										Statistical Comparisons ^b							
										Your first-year students compared with							
										NSSEville State	GLC Peers		Private Master's S		NSSE 2014 & 2015		
										Mean	Mean	Effect size*	Mean	Effect size*	Mean	Effect size*	
I. During the semester, how often did you do the following?																	
a. Asked questions or contributed to course discussions in other ways	askqu										3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43
		1	Never	3	0	244	2	54	2	6,952							
		2	Sometimes	135	20	4,397	27	845	29	75,222							
		3	Often	212	33	5,947	37	1,086	38	81,724							
		4	Very often	280	46	5,440	34	889	31	66,983							
			Total	630	100	16,028	100	2,874	100	230,881							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts										2.5	2.5	-.04	2.6 *	-.09	2.6	-.05
		1	Never	82	13	2,369	14	401	14	35,490							
		2	Sometimes	267	42	5,959	37	978	34	79,495							
		3	Often	164	26	4,548	29	858	31	67,348							
		4	Very often	113	19	3,072	20	621	21	47,208							
			Total	626	100	15,948	100	2,858	100	229,541							
c. Come to class without completing readings or assignments	unprepredr (Reverse-coded version of unprepared created by NSSE.)										3.1	3.1	.02	3.1	-.04	3.0	.06
		1	Very often	25	4	778	5	134	5	12,543							
		2	Often	56	9	1,666	11	262	10	28,134							
		3	Sometimes	384	63	9,147	57	1,586	57	128,802							
		4	Never	150	24	4,267	27	851	29	58,873							
			Total	615	100	15,858	100	2,833	100	228,352							
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart										2.5	2.1 ***	.40	2.0 ***	.57	2.0 ***	.57
		1	Never	50	10	4,357	30	931	35	76,079							
		2	Sometimes	263	44	6,207	39	1,134	40	89,395							
		3	Often	173	27	3,168	19	492	16	39,032							
		4	Very often	127	18	2,031	12	274	9	22,683							
			Total	613	100	15,763	100	2,831	100	227,189							
e. Asked another student to help you understand course material	CLaskhelp										2.8	2.6 ***	.18	2.7	.09	2.6 ***	.20
		1	Never	18	3	1,198	9	162	6	18,171							
		2	Sometimes	230	40	6,120	39	1,071	38	89,444							
		3	Often	231	37	5,441	33	1,050	38	77,015							
		4	Very often	131	21	2,995	18	539	18	41,936							
			Total	610	100	15,754	100	2,822	100	226,566							
f. Explained course material to one or more students	CLexplain										2.9	2.7 ***	.21	2.8 ***	.15	2.7 ***	.21
		1	Never	7	1	676	5	92	3	9,178							
		2	Sometimes	215	33	5,675	37	1,029	37	82,981							
		3	Often	259	42	6,151	39	1,104	39	86,848							
		4	Very often	127	24	3,058	19	559	20	44,204							



The Community College of Allegheny County CCSSE Newsletter

Improvements in the Classroom

Students were 8% more likely to make a presentation in 2013. Thirty percent of respondents reported that they *often or very often* made a class presentation. (See figure 4.) CCAC is 1-3% below peer group averages for this item.

Students with 30 or more credits (42%) were most likely to make a presentation.

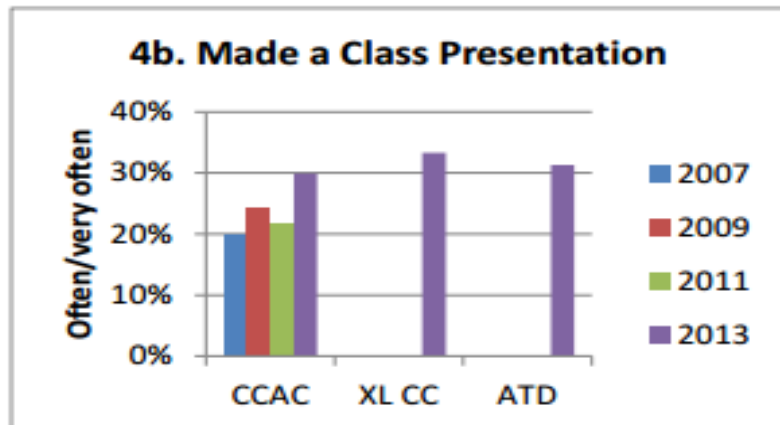


Figure 4

Students were 7% more likely to participate in group work activities. Thirty-nine percent of

respondents reported that they *often or very often* worked with other students on projects during class. (See figure 5.) CCAC is 9% below peer group averages for this item.

Our most engaged group of students, non-traditional students (43%), were below the peer group averages of 48%. So even though CCAC improved on this item, we are well below average when it comes to group work.

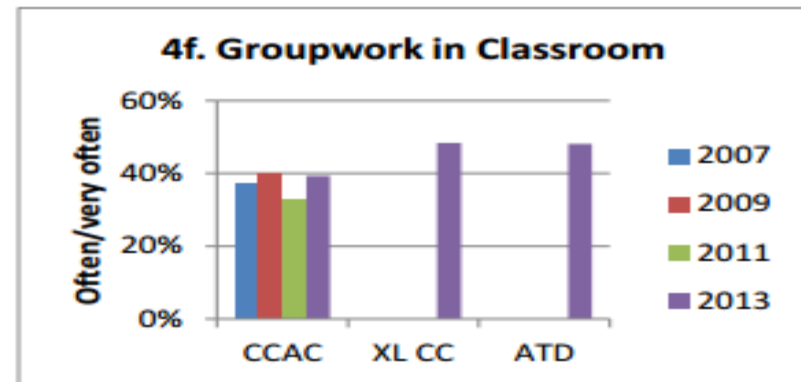


Figure 5



Educational Effectiveness in Business School

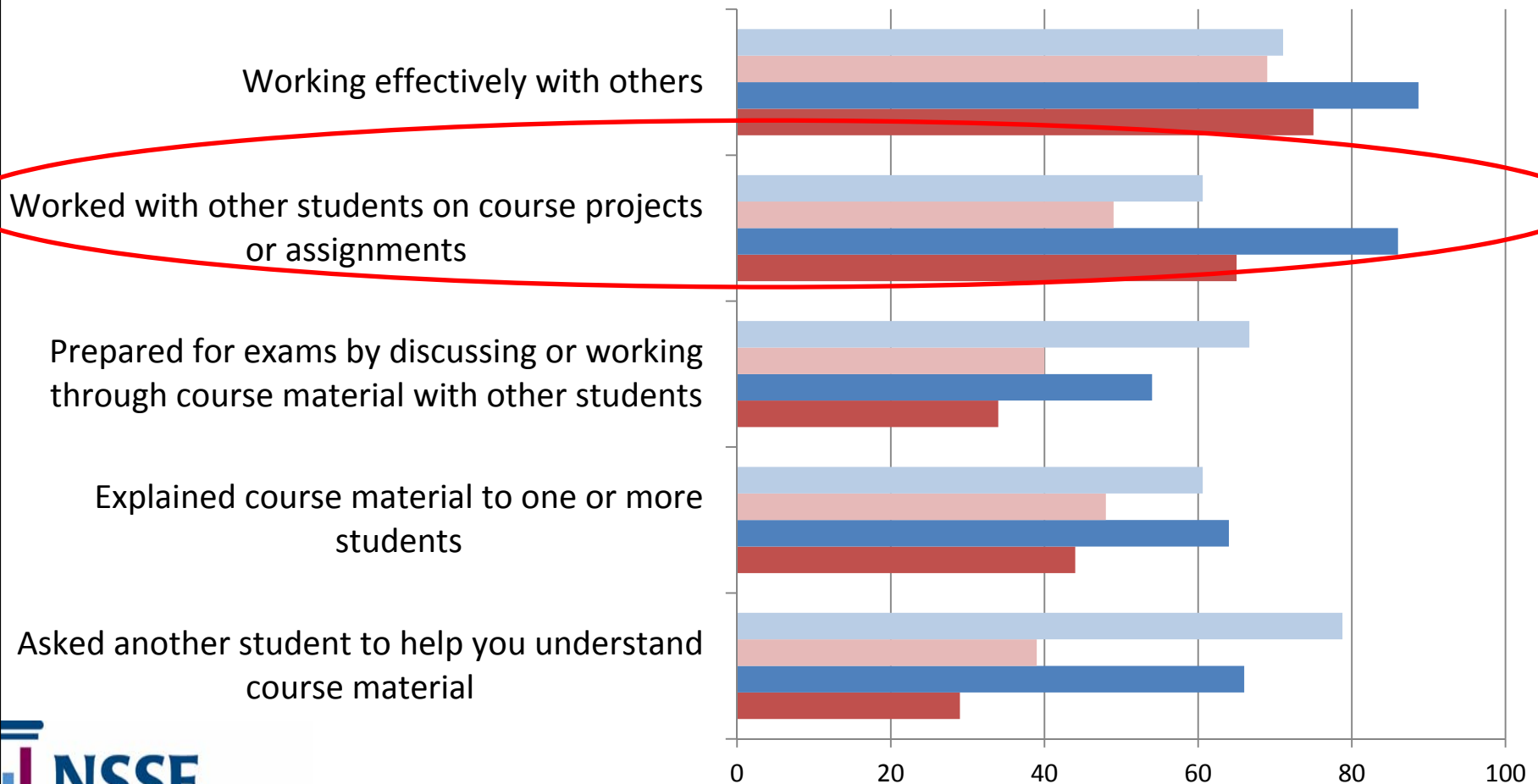
Inclusive Leaders: Function effectively as a team member. (aka Collaborative Learning)

■ Drake Business First-Years

■ Drake Business Seniors

■ Carnegie Masters- Business First-Years

■ Carnegie Masters- Business Seniors



4. Promote transparency & communication

*Greater
transparency,
more
accountability*

A person is holding a white sign with red text. The person's face is blurred. The sign is tilted and contains the text 'Greater transparency, more accountability' in a red, sans-serif font. The background is a plain, light-colored wall.

Make meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences.

We're not great at telling the learning outcome story!





[GenEd Home](#)

[GenEd Requirements](#)

[Definitions](#)

[Faculty & Staff](#)

[GenEd Leadership](#)

[The Core Story](#)

[GenEd Assessment](#)

General Education Core: From Great Beginnings to Graduation and Beyond

The General Education Core

The General Education Core has a firm foundation in UC's Academic Plan, to reaffirm liberal education as the core to preparing students as life-long learners. Our General Education course requirements are purposefully designed to strengthen four important learning outcomes or competencies throughout the student's progress toward their degree.

Undergraduate Core Competencies

Undergraduate courses at the University of Cincinnati promote development of four Baccalaureate Competencies.

Related Links

[UC Course Descriptions](#)
[Office of Undergraduate Affairs](#)



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



Current Assessment Activities

KANSAS STATE UNIVERSITY

Search web, people, director
Browse A-Z

K-State home » Assessment

Office of Assessment



Office of Assessment

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- Who We Are
- What We Do

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Student Learning Outcomes

Accreditation

Committees

Related Links

Office of Assessment Kansas State University

Assessment matters

High-quality assessment is essential to improving student learning. Through the use of both direct and indirect sources of evidence of student achievement, 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,

Current Initiatives

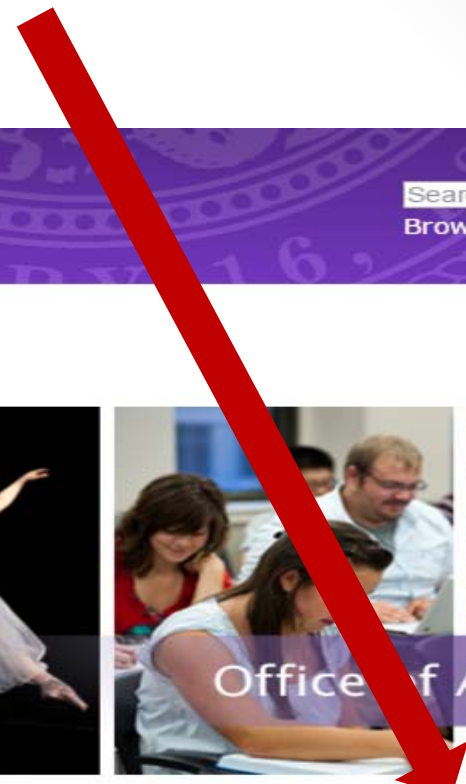
SLO REPORT

STUDENT LEARNING OUTCOMES

- WRITTEN COMMUNICATION
- ORAL COMMUNICATION
- CRITICAL THINKING

See how well K-State undergraduates are learning by viewing the [2013-14 Student Learning Outcomes Report](#)

GUIDE TO
STUDENT LEARNING
ASSESSMENT IN
canvas
BY INSTRUCTURE



Making Information Available

IUPUI Indiana University Purdue University

PLANNING AND INSTITUTIONAL IMPROVEMENT

Learning Assessment

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Evaluation / Assessment

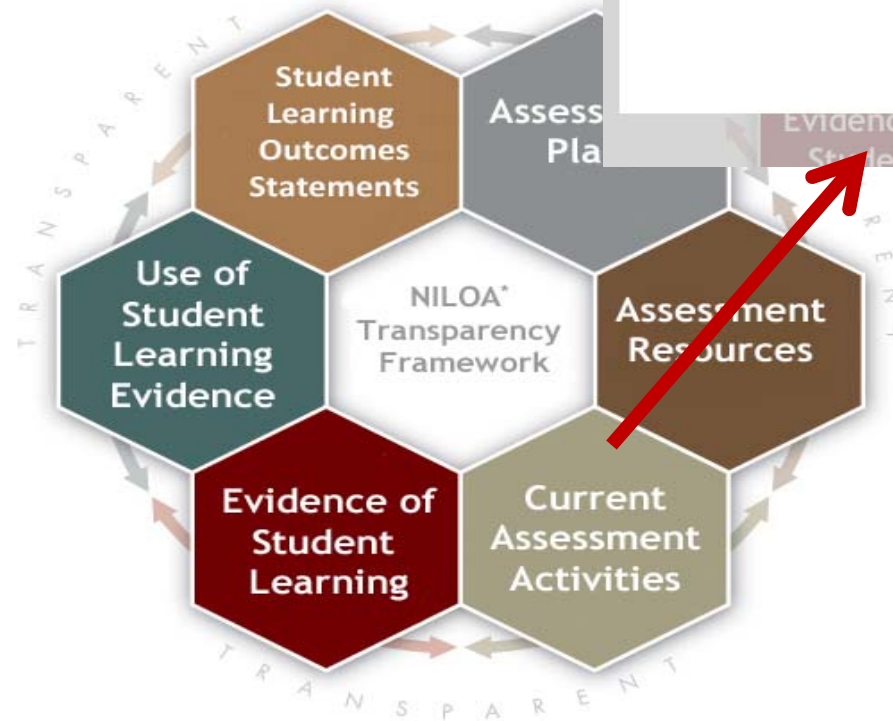
Components of Student Learning Assessment

Current Assessment Activities:

- [IUPUI Campus Assessment Reports](#)
- [School Assessment Reports](#)
- [Ten-Year Summary Reports by academic and administrative units](#)

Close it

www.planning.iupui.edu/assessment/



Program Review and Assessment Committee (PRAC)

ASSESSMENT

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EXAMPLES OF EXCELLENCE

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



ASSESSMENT CONNECT TO STUDENT ADVISEMENT

Ray found that their assessment information built a bridge to student advisement.



USING CASE STUDIES FOR CRITICAL THINKING

Doug describes how he fosters and measures critical thinking in his students using case studies.



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.



Use of Student Learning Evidence

DIVISION OF STUDENT AFFAIRS

Assessment

[DSA ASSESSMENT TEAM](#)

[DSA ASSESSMENT REPORTS](#)

[PROGRAM REVIEW](#)

[DSA STUDENT LEARNING OUTCOMES](#)

[RESOURCES AND TRAINING FOR STAFF](#)

[ASSESSMENT AT MARQUETTE](#)

[INSTITUTIONAL RESEARCH & ANALYSIS](#)



MARQUETTE UNIVERSITY
YOU SAID
we listened

Division of Student Affairs : Assessment

Assessment of students' co-curricular experience is a priority of the [Division of Student Affairs](#) at Marquette and is one of the five goals outlined in our [Strategic Plan](#). There are several purposes for the robust system of assessment that Student Affairs has put in place:

- to collect and report data about students, their success, and their needs/interests
- to measure the effectiveness of Student Affairs programs and interventions in meeting our intended outcomes for student learning and growth, and
- to determine student satisfaction with their Marquette experience and their interactions with our departments and programs.

This site contains a wealth of information about students. their experiences. and

Did you know?

91% of Marquette incoming first year students predict that they will engage in an internship, co-op, field placement, or clinical experience.

View a complete set of these statistics, which present a snapshot of Marquette students and their experiences.

5. Leadership and Recognition



LAGUARDIA Community College: Weaving Assessment into the Institutional Fabric

- President Mellow & LaGuardia's Center for Teaching and Learning (CTL) supports assessment
- Assessment is regularly discussed at campus-wide faculty meetings, student services, and in CTL faculty seminars





EVENT INFORMATION | PRODUC

International and Off-Campus Studies Intended Learning Outcomes

As a result of participation in a St. Olaf international study program, students will demonstrate:

1. knowledge of at least one other place of the world outside of the US, including one or more aspects of the place, such as cultural characteristics and worldviews, history and contemporary issues, social institutions, and the relation of people to the environment.
2. familiarity with global interconnectedness and particularly with the various ways in which US society and one's life choices have an impact on and are affected by one or more places in the world in the past and/or present.
3. enhanced ability to compare and contrast characteristics of their own culture and place and another culture and place, and to understand some of the factors that have produced differences.
4. enhanced ability to adapt to and interact effectively with people of different social and cultural backgrounds.
5. enhanced likelihood of further study or other engagement with other cultures or regions of the

Celebrate & Reward Good Assessment



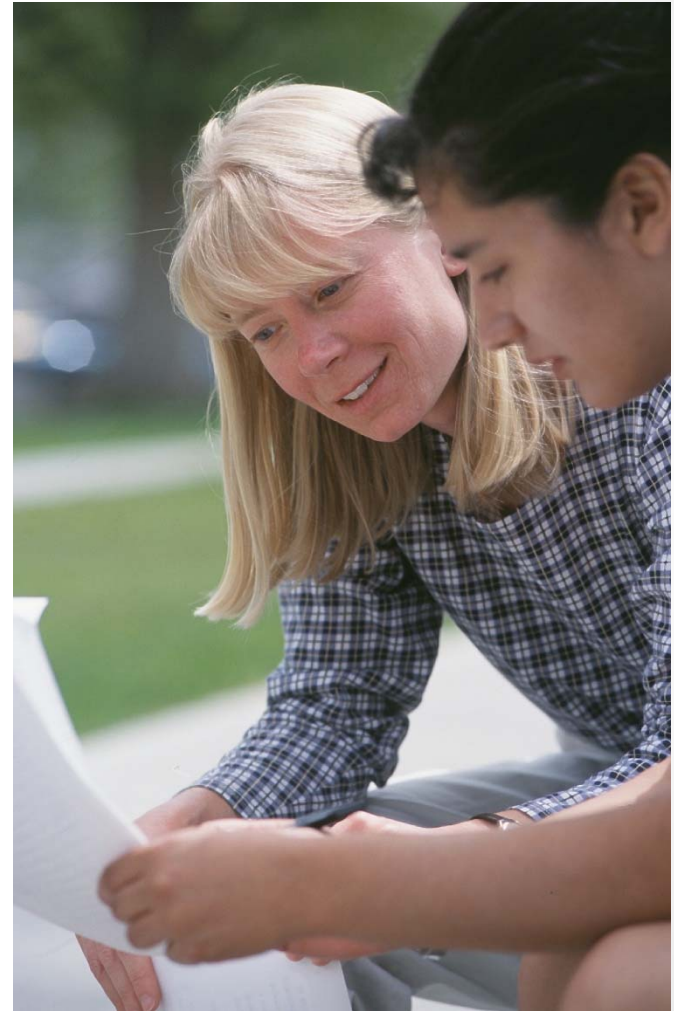
Division of Student Affairs

Closing the Loop Award

The Vice President for Student Affairs supports monetary awards for departments in the Division of Student Affairs. The **Closing the Loop Award** recognizes outstanding assessment practice.

Lead Through Partnerships

Action taken on assessment results is facilitated by an intentional partnership between academic & student affairs, institutional research, centers for teaching & learning



Encourage leaders to focus **explicit attention** on action taken on assessment and ***accountability for change***.

- *What action was taken? What is your evidence of impact of change?*
- *Support pilots, no penalty if things don't work out as hoped*



Assessment in the Heart of the Educational Process

Envision assessment as a natural and necessary enactment of core academic values, and when absent, a violation of those values.



What is needed to make assessment less about compliance and more consequential?



What does the field need to move to the next level of assessment practice?



Final Thoughts

The value of student learning outcomes assessment lies not in the data-gathering process but in the uses to which evidence is put and positive changes that result.



Questions? Comments?



Resources

NILOA:

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

Email:

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