

Using Results to Support Student Success: Engaging in Meaningful Assessment



Natasha Jankowski, PhD
January 26, 2024
Tennessee State University

Our Time Together



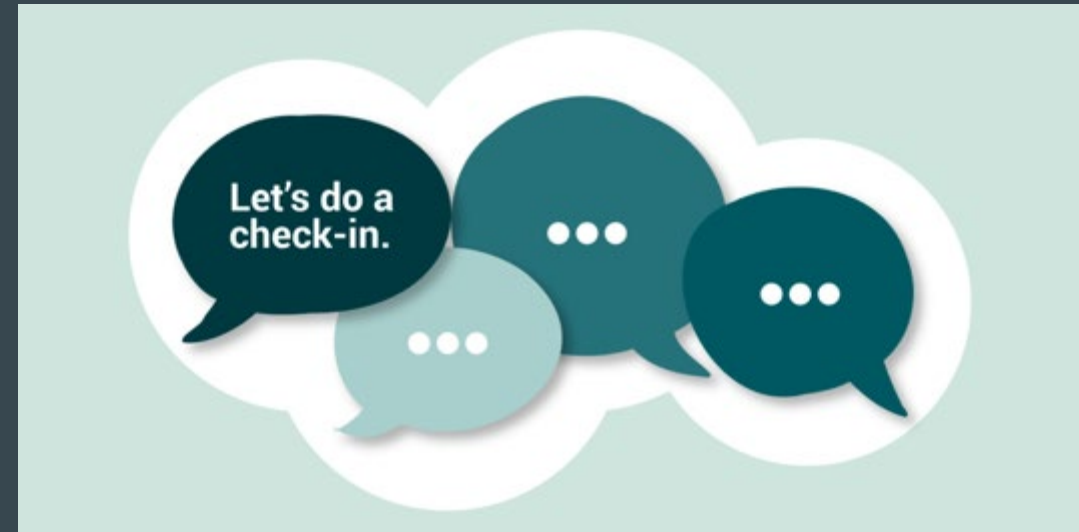
- Level setting on assessment and use of results
- Importance of student voice in use of results
- Considering and communicating what to change in order to improve
- Equity and assessment



Check-In

With your neighbors, share how you are currently using data from assessment:

- What questions do you have about it?
- How has it been going so far?
- Where do you struggle?
- Where do you see success?



* SHOUT

BRILLIANT!

YOU ARE AMAZING!

OUT *

Assessment & Accreditation

[Academic Affairs](#)[Assessment & Accreditation](#)[Institutional Effectiveness Model](#)[Annual Cycle for Continuous Improvement](#)[Assessment and Improvement Committees](#)[Assessment Resources](#)[OIERPA Strategic Plan](#)[Institutional Accreditation](#)[Substantive Change](#)[Institutional Research](#)[Home > Assessment & Accreditation](#)

Office of Assessment and Accreditation

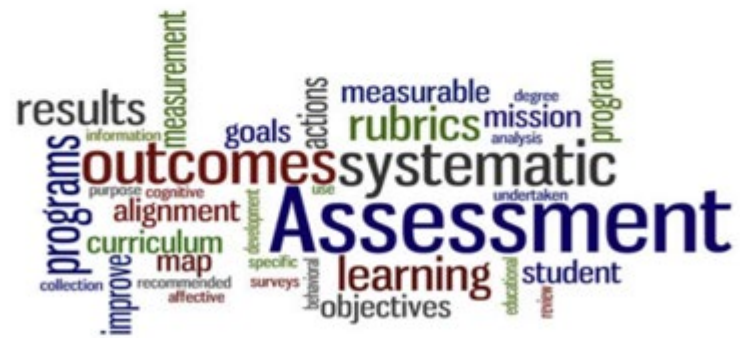
The mission of the Office of Assessment and Accreditation is to foster assessment practices university-wide by establishing a culture of assessment that begins with the university mission and strategic plan and includes unit outcomes, academic program student learning outcomes, data collection and analysis, and use of results to enhance the effectiveness of our programs and efficiency of our University. We facilitate efforts of continuous improvement to enhance student learning and strengthen the university's program services, operations, and processes.

Tennessee State University's commitment to a culture of institution-wide planning and assessment is mission-aligned. The [Institutional Planning, Assessment, and Reporting Calendar](#) provides an overview of the assessment activities and reports that support this established assessment culture. In addition, the Institutional Planning, Assessment and Reporting Calendar demonstrates elements which contribute to the attitudes and behaviors of a true culture of assessment at Tennessee State University.

[Institutional Planning, Assessment, and Reporting Calendar](#)

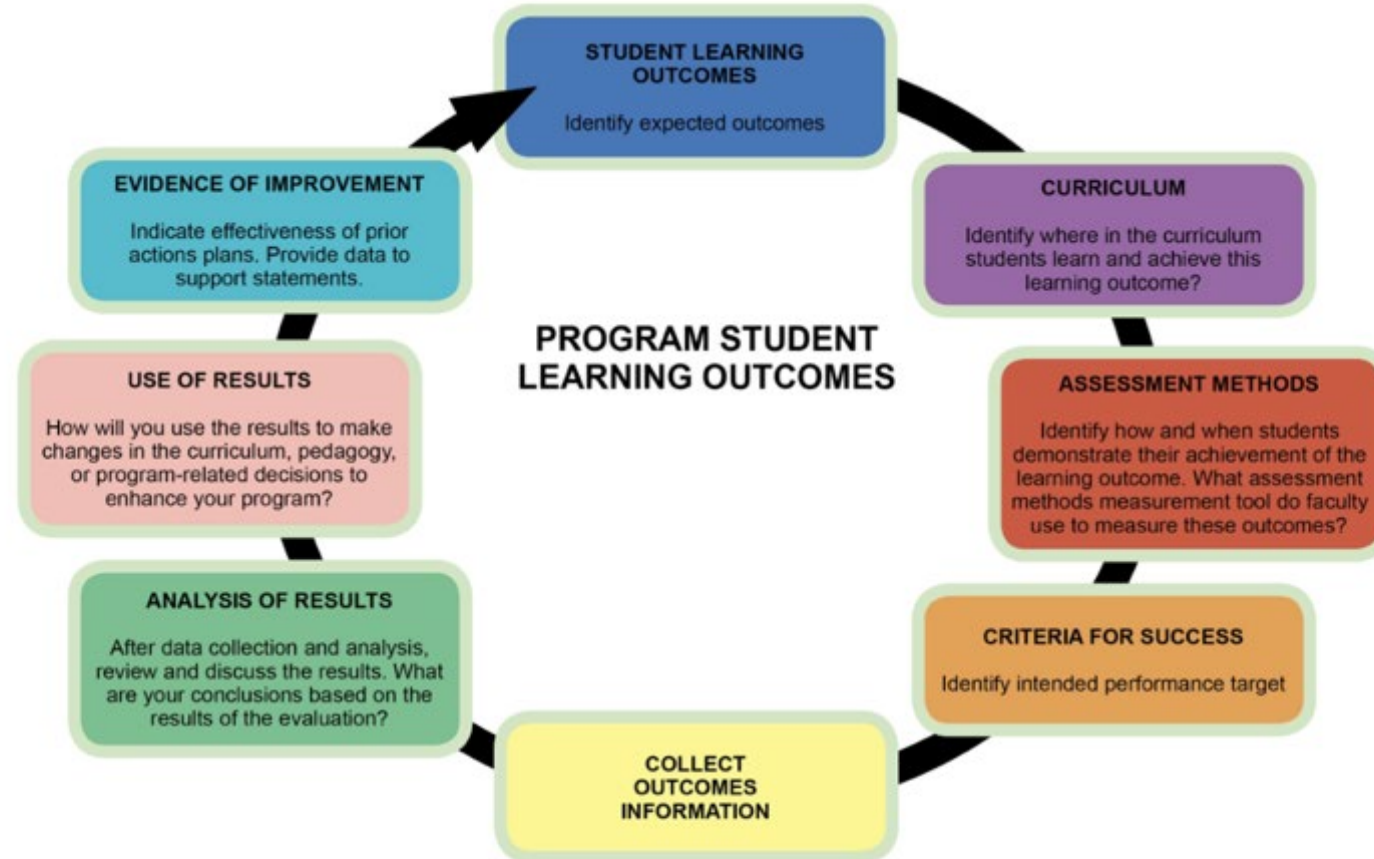


**Annual Cycle for Continuous Improvement:
Outcomes Assessment Guidelines**



Tennessee State University

Annual Cycle for Continuous Improvement



Tennessee State University

Annual Cycle for Continuous Improvement



Codes for what changes might be made from assessment

CC = Curricular Change

PD - Professional Development

CR = Course Revision

RP = Revise Process

PG = Pedagogy

SC = Staff change

CA = Change Practice

EQ= Upgrade or repair equipment

NP= New Process

RV=Renovation

What are talking about today? Using Assessment Results

Assessment of student learning involves the systematic collection, review, and use of information about educational programs 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



Is there a problem of use? Why?

National Institute for Learning Outcomes Assessment

January 2011

From Gathering to Using Assessment Results: Lessons from the Wabash National Study

Charles Blaich and Kathleen Wise

Foreword by George D. Kuh



knowledge accountability connection self-reflection
reflect curiosity challenge create achievement
access ingenuity intellect curiosity challenge
ingenuity self-reflection educate action understand
curiosity challenge create achievement
connection self-reflection educate action
educate innovation success ingenuity intel
understand communicate curiosity challenge
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ingenuity challenge create achievement connection self-reflection understand communicate listen learn access quality action create achievement
self-reflection educate action understand communicate listen learn access quality innovation success educate action communicate listen learn access

National Institute for Learning Outcomes Assessment

November 2009

Assessment, Accountability, and Improvement: Revisiting the Tension

Peter T. Ewell

Foreword by George D. Kuh



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Assessment's Issue of Lack of Use

Access vs. Use

Transparency vs. Use

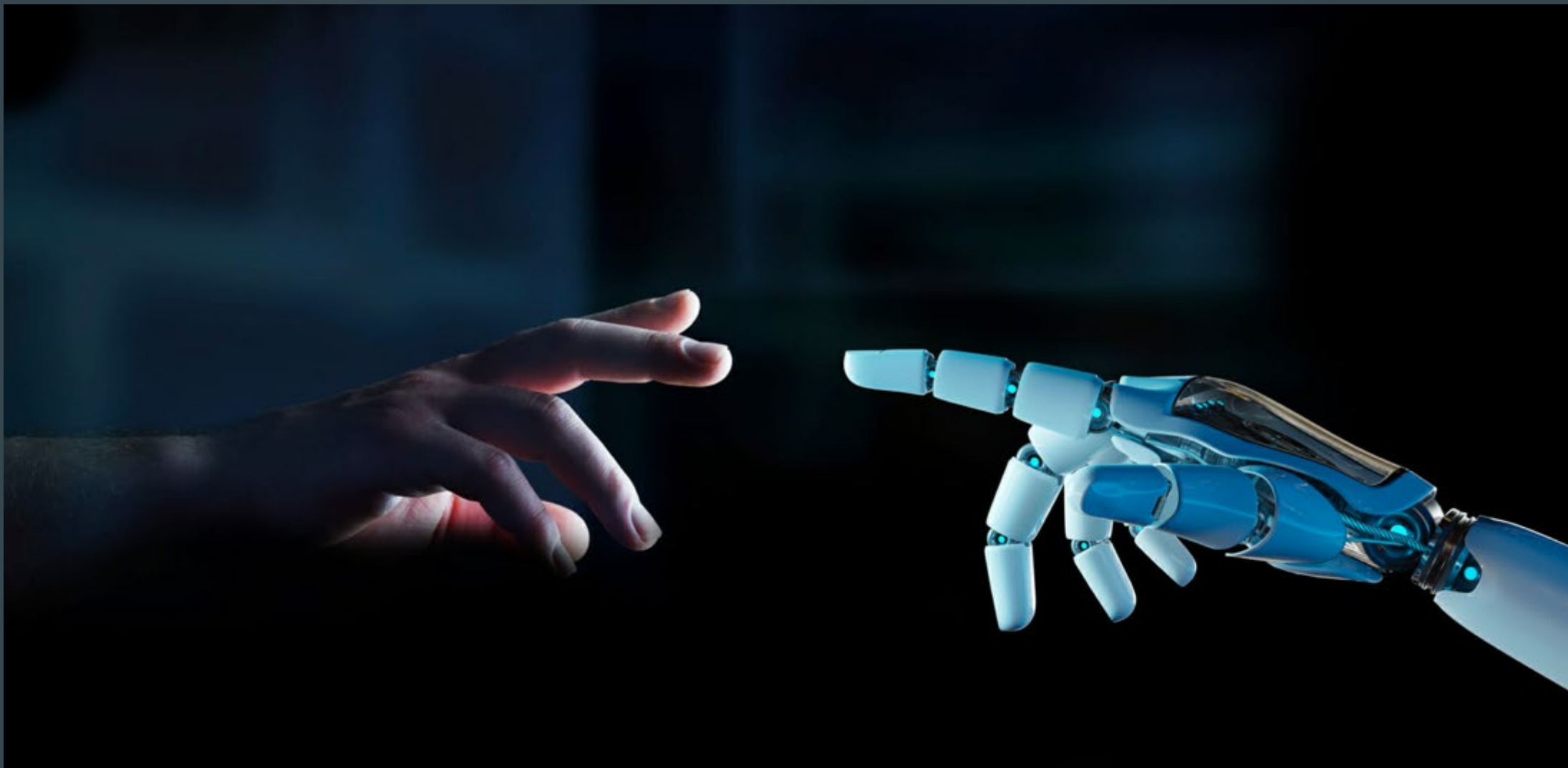
Reporting vs. Use

Data Visualizations vs. Use

Processes vs. Use

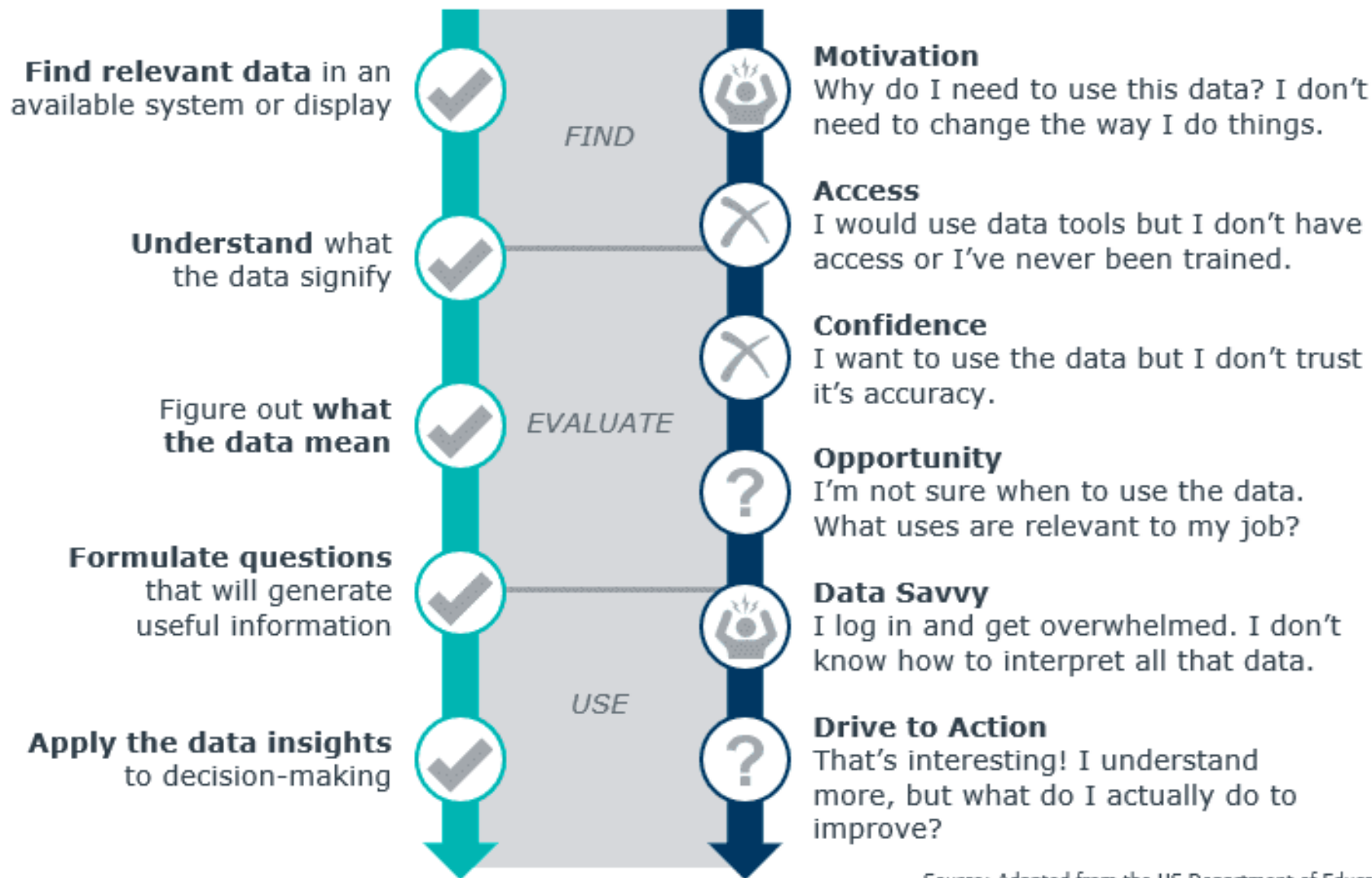


Missing the Human Factor



*Data literate faculty and staff **apply these skills***

*Faculty and staff developing data literacy **face these obstacles***



Data-informed decisions

Source: Adapted from the US Department of Education report *Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports* (2011) and research from EAB's Student Success Collaborative (2017).

Selective Attention Test

This is a picture of a video...sorry

<https://www.youtube.com/watch?v=vJG698U2Mvo>

Instructions

**Count how many times the
players wearing white pass
the basketball.**

 0:07 / 1:21



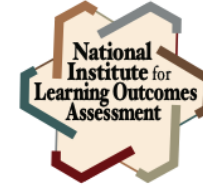
May 2020



**Activity: What is Your
Philosophy of Assessment?**

www.learningoutcomesassessment.org

October 2020



**Activity: What is Your Student Affairs
Philosophy of Assessment?**

www.learningoutcomesassessment.org

MEASUREMENT

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

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



COMPLIANCE

Documenting institutional quality assurance through reporting frameworks

Bureaucratic

Laborious

Time consuming

Separated from teaching and learning

Add on

Accountability and quality assurance

Reporting and archive

Lots of data collection, minimal use



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ACCREDITATION/ PROGRAM REVIEW



Mythical Requirements not Found in the Accreditation Standards

There is one and only one way to properly go about assessing student learning.

Thou shalt use Bloom's Taxonomy.

Thou shalt have an appropriate balance between direct and indirect.

Thy learning outcome shall be measurable in discrete ways.

At all times, thy measurement shalt be in alignment with standards of objective hard sciences.



Reports are the record that gets filed, they are the cliff notes, but they are not the decision-making process. They are the echoes of one.

It is my argument, that...

Use is a cognitive process of making sense of data in relation to belief systems

This entails us making a series of arguments informed by the evidence we collect, our relationships, and our approach to education

An empty classroom with rows of desks and chairs, a teacher's podium, and a chalkboard in the background. The room is dimly lit, with light coming from windows on the left. The desks are white with black frames, and the chairs are red with black frames. A wooden podium stands in the center-right of the room. A chalkboard is visible in the background.

BUT WHERE ARE THE STUDENTS AND WHAT DOES THIS HAVE TO DO WITH MY TEACHING OR STUDENT LEARNING?

TEACHING AND LEARNING

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

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on relationship between teaching and learning
- Formative
- Feedback
- Adaptive and embedded

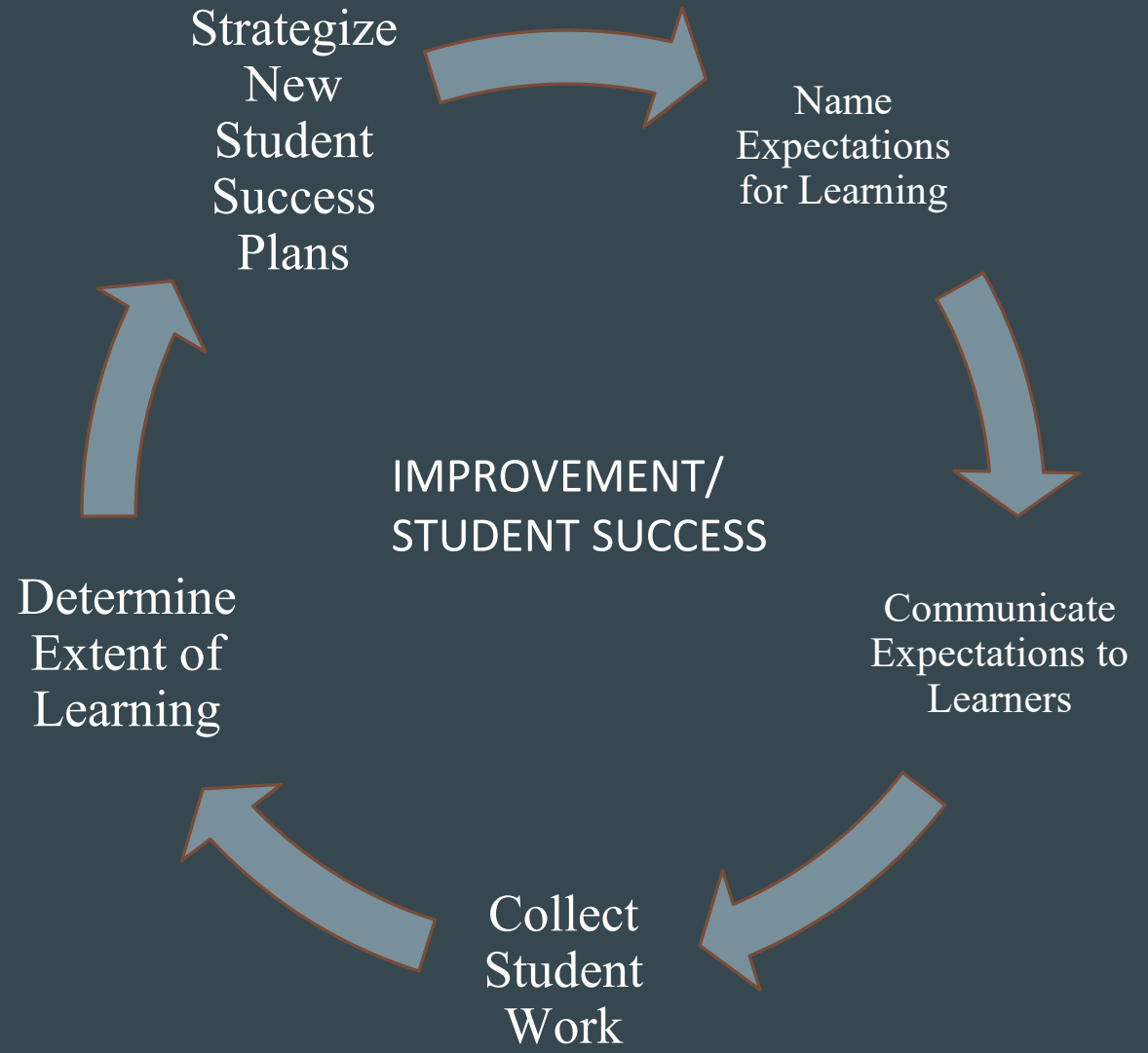




Student-Centered

Focused on the student and their individual learning, self-reflection, and transference of learning.

- Learner-centered and transparent
- Students are aware of and understand the curriculum intent and structure
- Learning outcomes language is student friendly
- Assessment for Learning



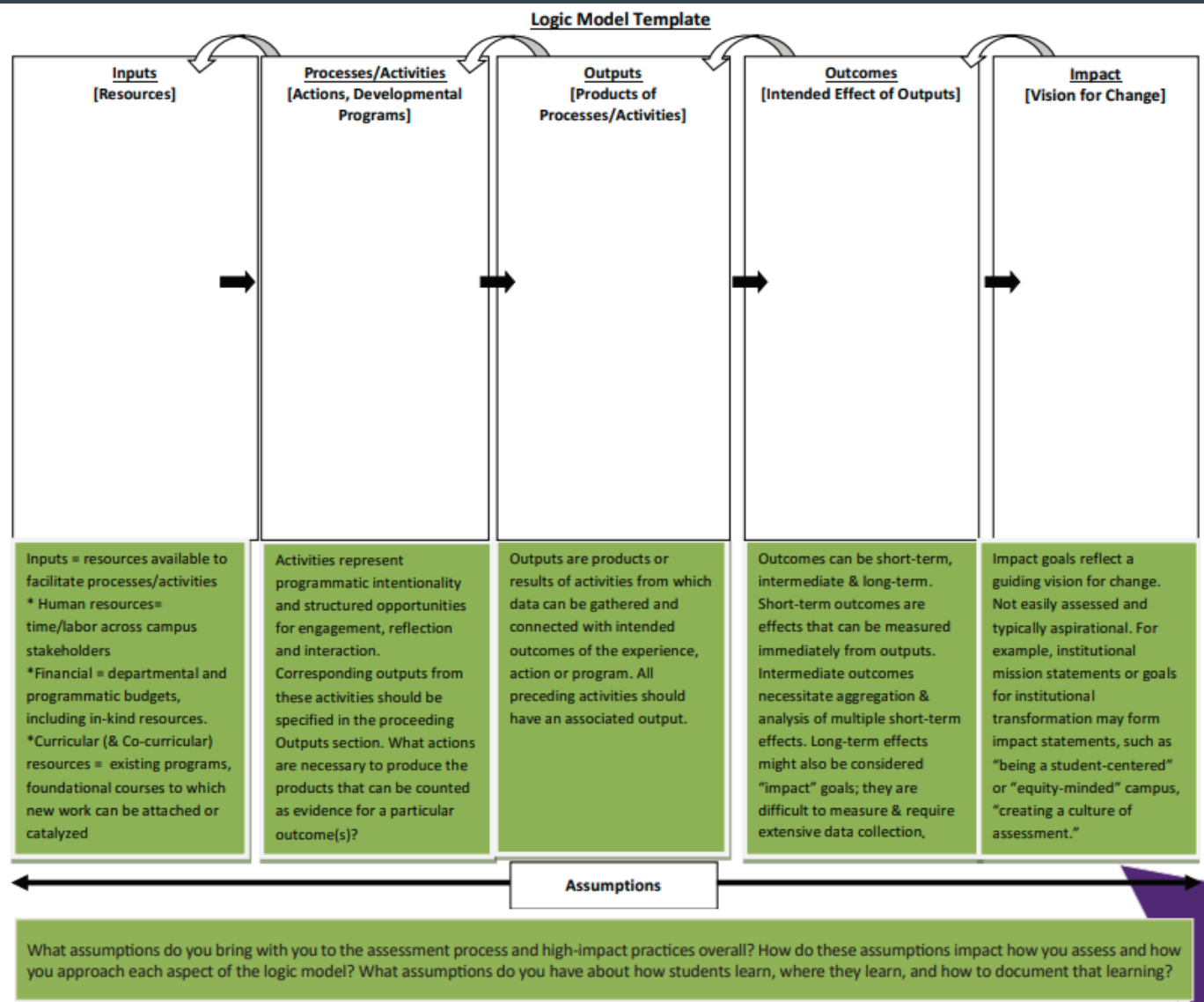


Figure 1: Logic Model Template. Adapted from W. K. Kellogg Foundation, *Logic Model Development Guide*. For more information see <https://www.aacu.org/node/5682>.

Philosophies

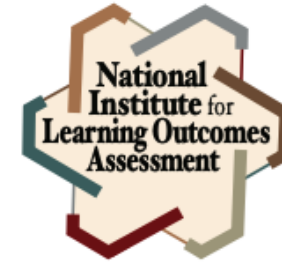
Co-Curricular Learning

Measurement of Participation/Satisfaction

Compliance/Reporting

Student-Centered

October 2020



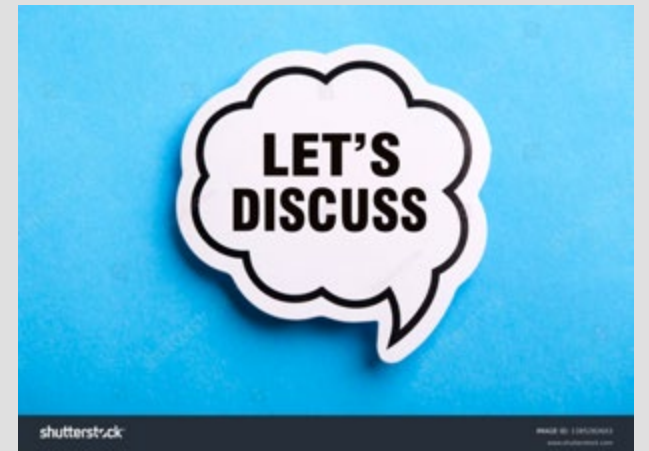
**Activity: What is Your Student Affairs
Philosophy of Assessment?**

www.learningoutcomesassessment.org

Discuss

Which lenses resonate with you?

Which lenses might be missing?



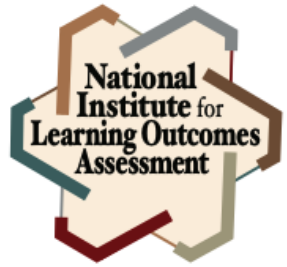
Assessment is...

“Educational assessment is at heart an exercise in evidentiary reasoning. From a handful of things that students say, do, or make, we want to draw inferences about what they know, can do, or have accomplished more broadly” (Mislevy & Riconscente, 2005, p. iv).

Put more simply it's a way to justify stated beliefs about students and their learning as well as the role of our institutions and programs in getting them there.

May 2021

Nº 53



A Framework for Developing Student-Faculty Partnerships in Program-level Student Learning Outcomes Assessment

Nicholas Curtis & Robin Anderson

www.learningoutcomesassessment.org

However...

Throughout the process of program assessment, faculty and/or staff are asked to make implicit assumptions about the experience of students. To the extent that these assumptions do not reflect actual student experiences, the validity of any information produced from the program assessment process may be compromised.

2021 COLLEGE PULSE SURVEY

58% felt unprepared for college

52% said learned less this year (59% of males)

46% said it took them more time to complete coursework than in pre-covid years (Sophomores had the hardest transition at 56%)

59% said professors were accommodating about additional time on assignments; but the current pulse of faculty is to limit such accommodations

Navigating Life in 2022

65% feeling unmotivated

58% difficulty concentrating

50% mental health concerns

48% feeling behind academically

18% housing concerns



2023 College Pulse Student Wish

- 47% struggle to balance schoolwork with other responsibilities
- 39% struggling with mental health
- 57% of students reported that faculty more flexible about deadlines would help them succeed academically
- 51% wanted different teaching styles
- 42% wished for clearer expectations
- 34% wished for more of an interest in getting to know students

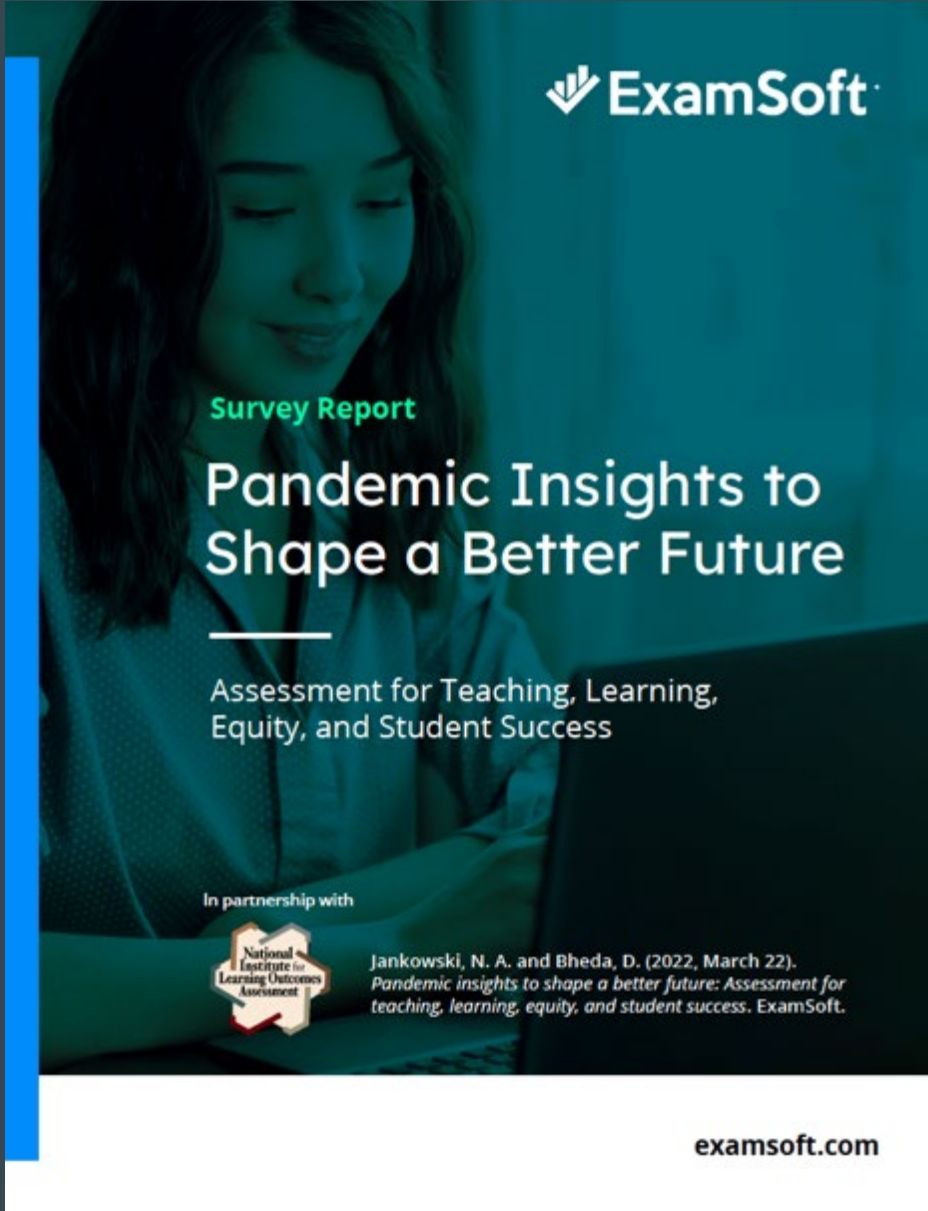


Lingering Effects

- A 2022 US National Assessment of Educational Progress exams, often called the “Nation’s Report Card,” showed that fourth- and eighth-graders fell behind in reading and had the largest ever decline in math in the United States with implications for STEM majors and careers
- A 2022 US Government Accountability Office study found teachers reported students started behind and made less progress than in a typical year, meaning the ability to address learning loss is less likely than it is that it will be compounded over time
- A 2022 OECD study connects learning loss to economic losses meaning students and families less likely to afford college

2022 Survey Highlights

1. Learning was negatively impacted
2. To move forward collaboration is key
3. Students need to be at the center
4. Equity is the driver

The image shows the cover of a survey report. The background is a teal-tinted photograph of a woman with long dark hair, looking down at a laptop. The ExamSoft logo is in the top right corner. The title 'Survey Report' is in green, and the main title 'Pandemic Insights to Shape a Better Future' is in white. Below the title is a horizontal line, followed by the subtitle 'Assessment for Teaching, Learning, Equity, and Student Success'. At the bottom left, it says 'In partnership with' above the logo for the National Institute for Learning Outcomes Assessment. At the bottom right, there is a citation: 'Jankowski, N. A. and Bheda, D. (2022, March 22). Pandemic insights to shape a better future: Assessment for teaching, learning, equity, and student success. ExamSoft.' The website 'examsoft.com' is at the bottom right.

ExamSoft

Survey Report

Pandemic Insights to Shape a Better Future

Assessment for Teaching, Learning, Equity, and Student Success

In partnership with

National Institute for Learning Outcomes Assessment

Jankowski, N. A. and Bheda, D. (2022, March 22). *Pandemic insights to shape a better future: Assessment for teaching, learning, equity, and student success.* ExamSoft.

examsoft.com

81%

agreed that racial equity and social justice should guide
institutional and programmatic practices

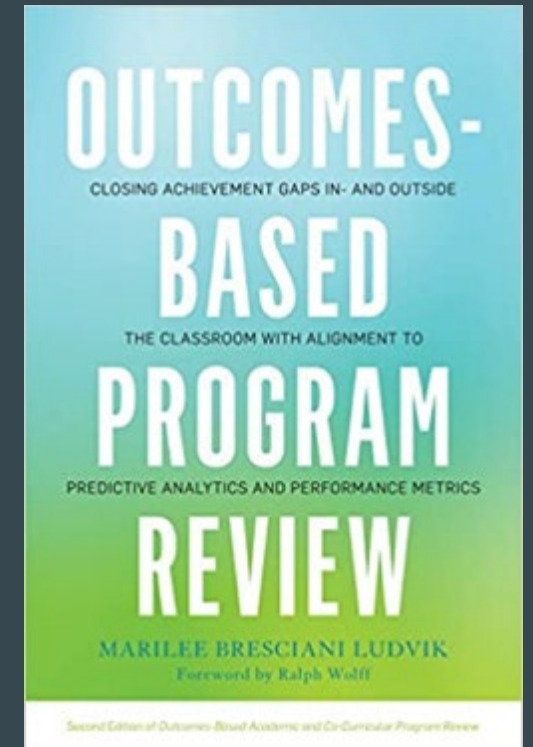
86%

agreed that humanizing practices and restorative approaches should guide classroom policies and communications



Barriers to student learning

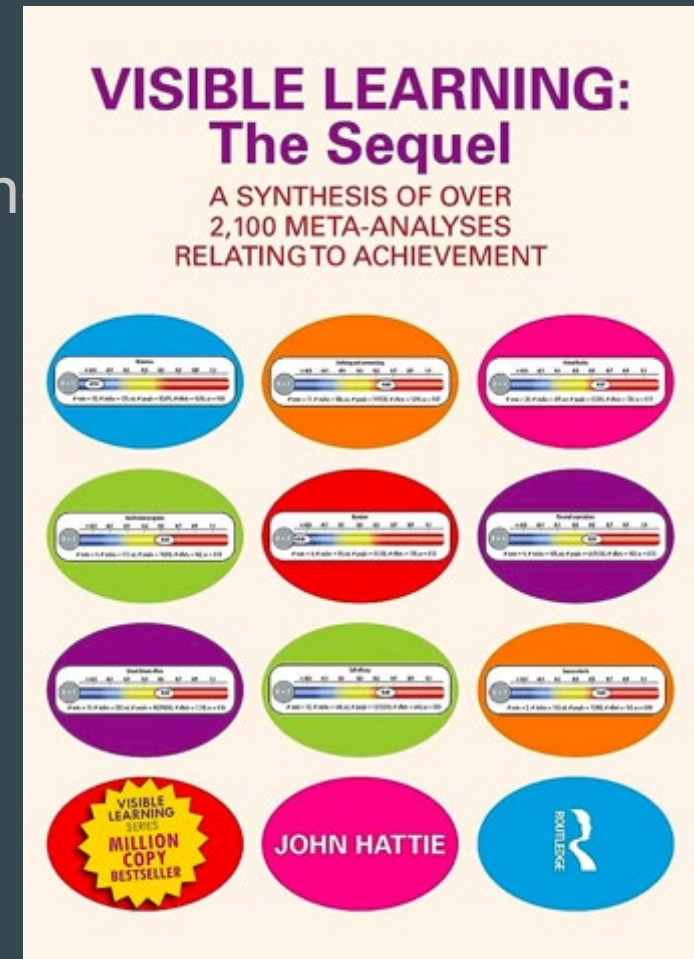
- Unclear expectations
- Unclear on how the different pieces fit together into the bigger picture of where their degree is headed
- Inadequate or unfocused feedback
- Different assessment loads between different classes
- Assessment tasks all due the same day
- Over assessment of basic skills and knowledge out of context
- Group assessment and the issue of free-loaders p. 126



Hattie (2009; 2023) and Visible Learning

Make visible intention, design and connections: Transparent Questions all students should be able to ask get answered

1. What am I learning from this experience?
2. How does it build upon or add to prior learning experiences?
3. What is expected of me?
4. How can I prepare for success?
5. Where else will this learning be applied or applicable?



TRANSPARENCY IN ASSIGNMENTS

Transparency in Learning and Teaching <https://tilthighered.com/>

Purpose

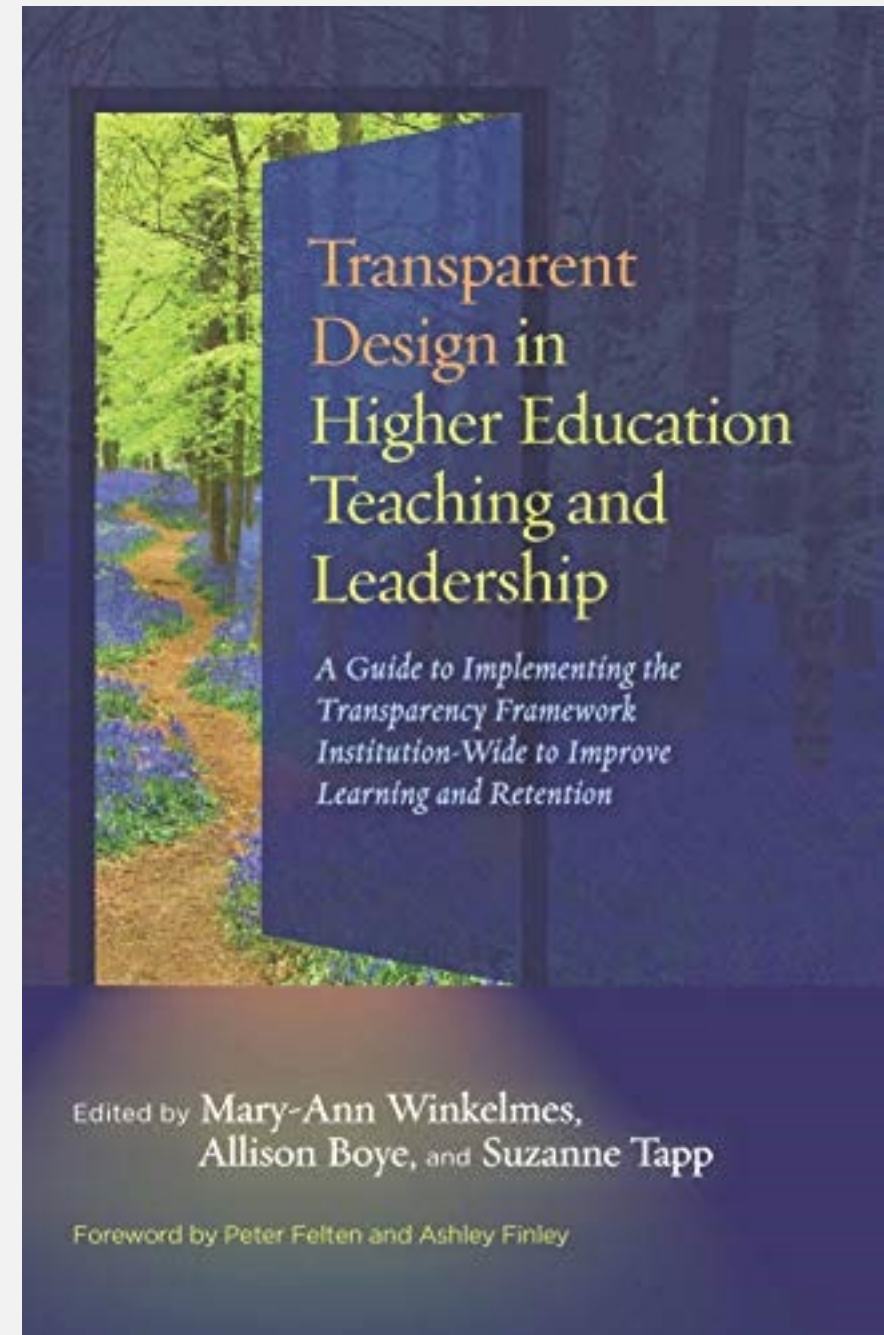
- Skills you'll practice by doing this assignment
- Content knowledge you'll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

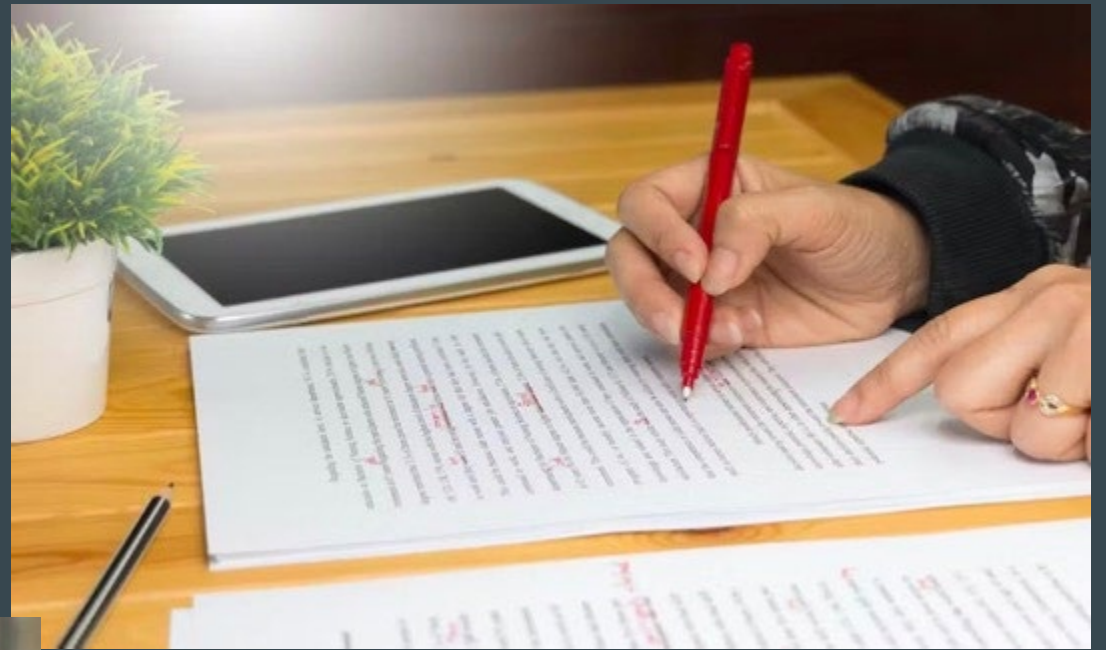
Task

- What to do
- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

- (Are you on the right track? How to know you're doing what's expected?)







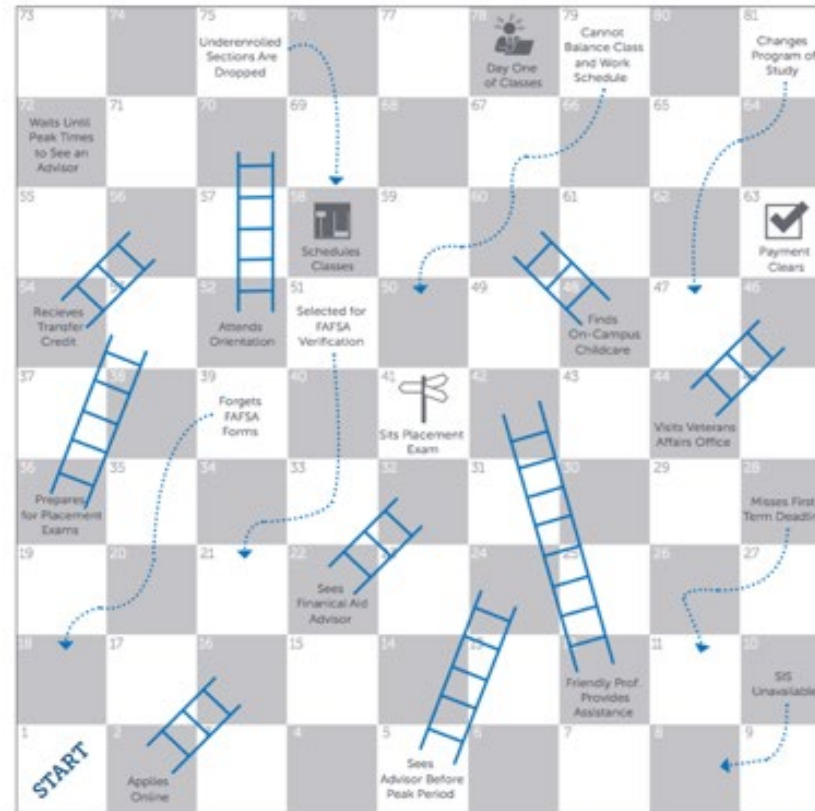
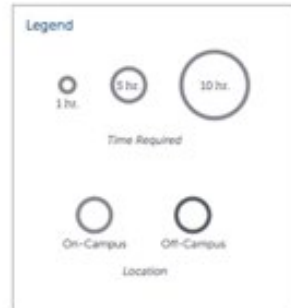
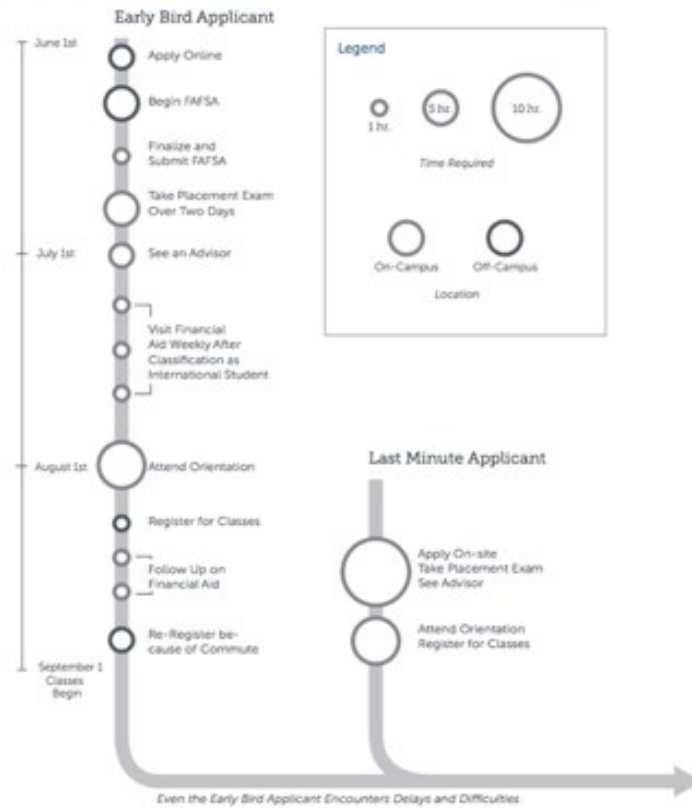
NO TIME TO EXPLAIN



GET IN THE LLAMA

Student Onboarding Akin to "Chutes and Ladders"

Uncommon Persistence and College Navigation Skills Needed



Common Questions that Drive Data Collection

How many offices does a student have to visit before an issue or question is resolved?

How often are students referred to the correct office the first time?

Do faculty know where to refer students for which types of supports?

Do students make use of and feel comfortable to use existing supports?

Are students who participate in programming less likely to be seen for related conduct cases?

Assumption and Bias Check

Right for the Right Reasons	Right for the Wrong Reasons
Wrong for the Right Reasons	Wrong for the Wrong Reasons



Commercial Eye via Getty Images

Data Use Success Stories?



ALIGNMENT

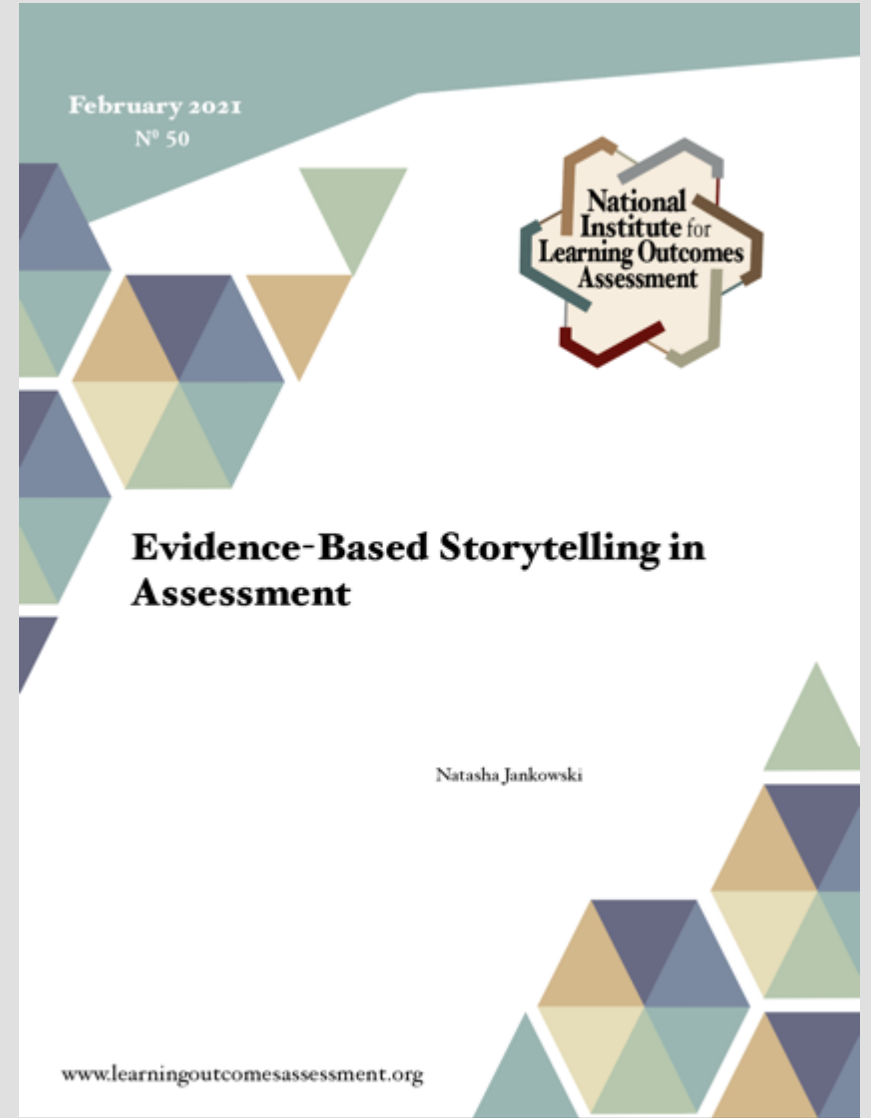
Examination of and making clear the relationships between learning outcomes and a specific assignment



Being Clear About Our Choices

Why are we doing what we are, for these students, at this time? Why this and not something else?

What is the role of the faculty, institution, and the student in advancing learning?



Learning from Students

Consult students about the process as well as the content of teaching and learning

Ask students about their views regarding which practices are helpful or unhelpful and why

Actively engage with students in the construction of their knowledge or even co-creation

~Alison Cook-Sather (2009)

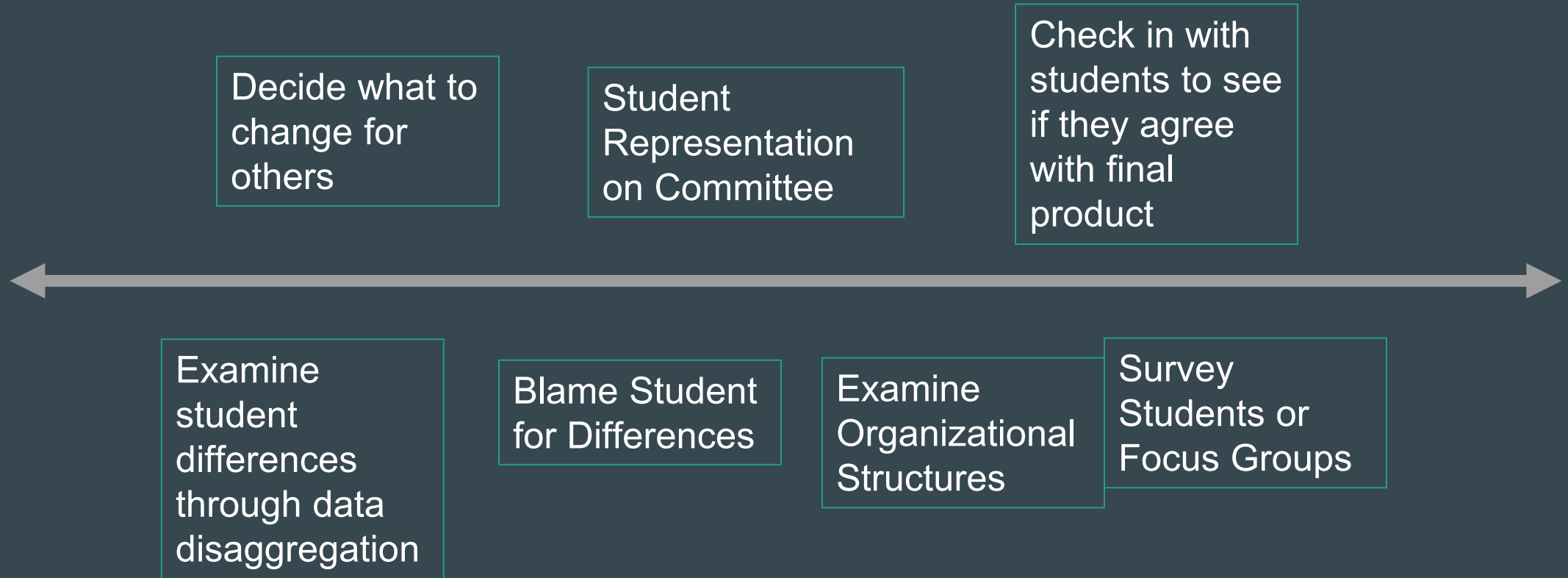
Spectrum of Student Engagement

Student as object of
Learning

Students identity
issues and solutions



Stops on the Spectrum of Student Engagement



Engaging Students

- Writing/developing learning outcomes
- Identifying literature, activities, or reading
- Grading themselves or each other
- Designing assignments or tasks
- Managing classroom and discussions
- Peer feedback
- Think aloud on assignment intent
- Students write exam questions for future classes
- Co-create learning outcomes or a rubric
- Write a letter to an incoming student on what they wished they knew or someone had told them



Ways to Involve Students

Students as Researchers (HIP) collect, analyze, and present on data

Work with a class or degree program (marketing, psychology, statistics, english)

Hire a student worker

Students lead focus groups

Students review survey results

Students present data

Students develop multiple choice options

Internships

Graduate Student R A



Student Developed Rubrics



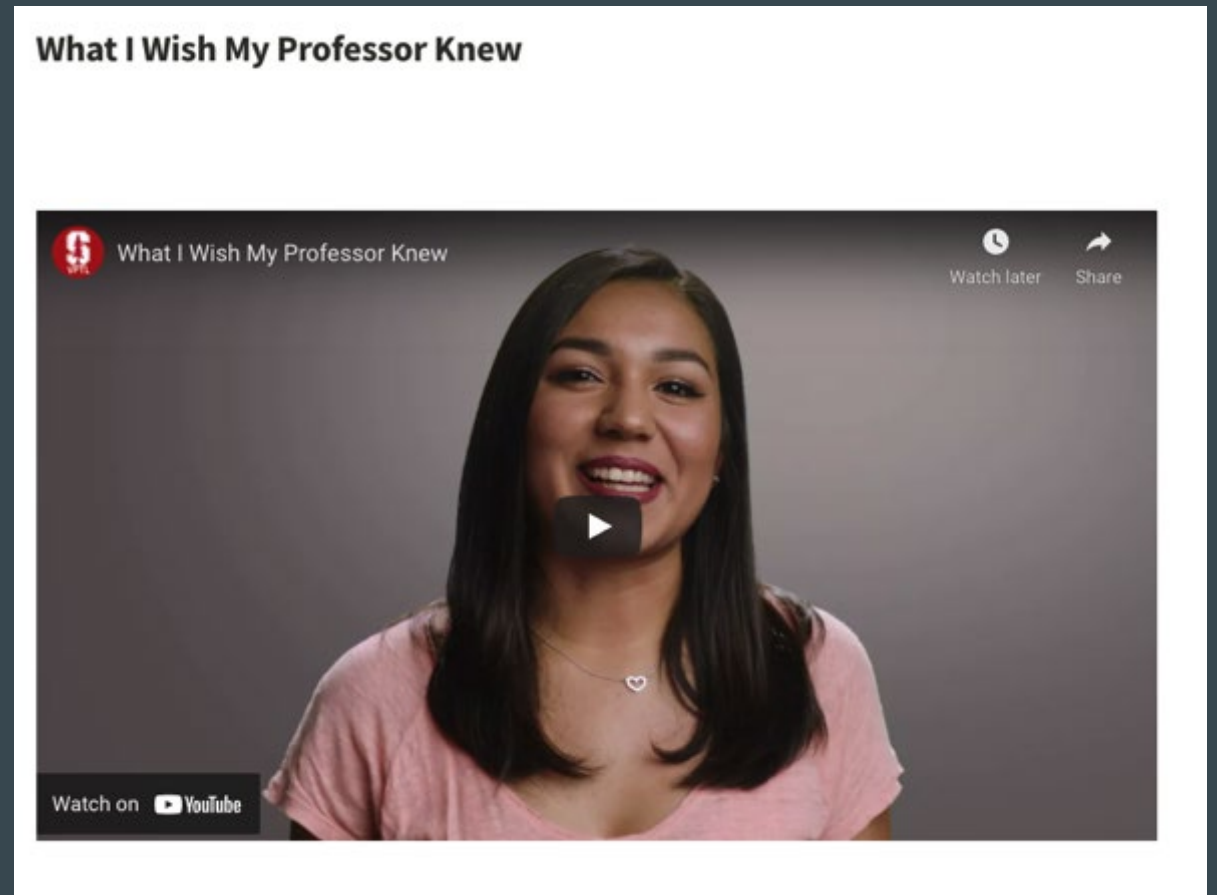
Rubrics

Supporting Student Self Evaluation

Rubric Criteria	Student Evaluation	Faculty Feedback
Rubric Content	Stipulate why gave score did	Faculty stipulate why gave score did
	Stipulate what they need to do to advance	Targeted feedback to improve

Don't Misunderstand Me!

1. One misunderstanding a teacher might have about me is.....
2. But in reality, the truth about me is.....



Adapted from Kristina J. Doubet and Jessica A. Hockett (2015)

Curious Aggies



Student Learning Outcomes Assessment

Office of Undergraduate Education

[About](#) > [Process](#) > [Resources](#) > [Assessment in Action](#) > [PACE4Equity](#) > [Meet the Assessment Team](#) >

Student Assessment Researchers (StARs)

[Student Learning Outcomes Assessment](#) · [Meet the Assessment Team](#) · [Student Assessment Researchers \(StARs\)](#)

Meet the Assessment Team

About



Process

Resources

Our Mission

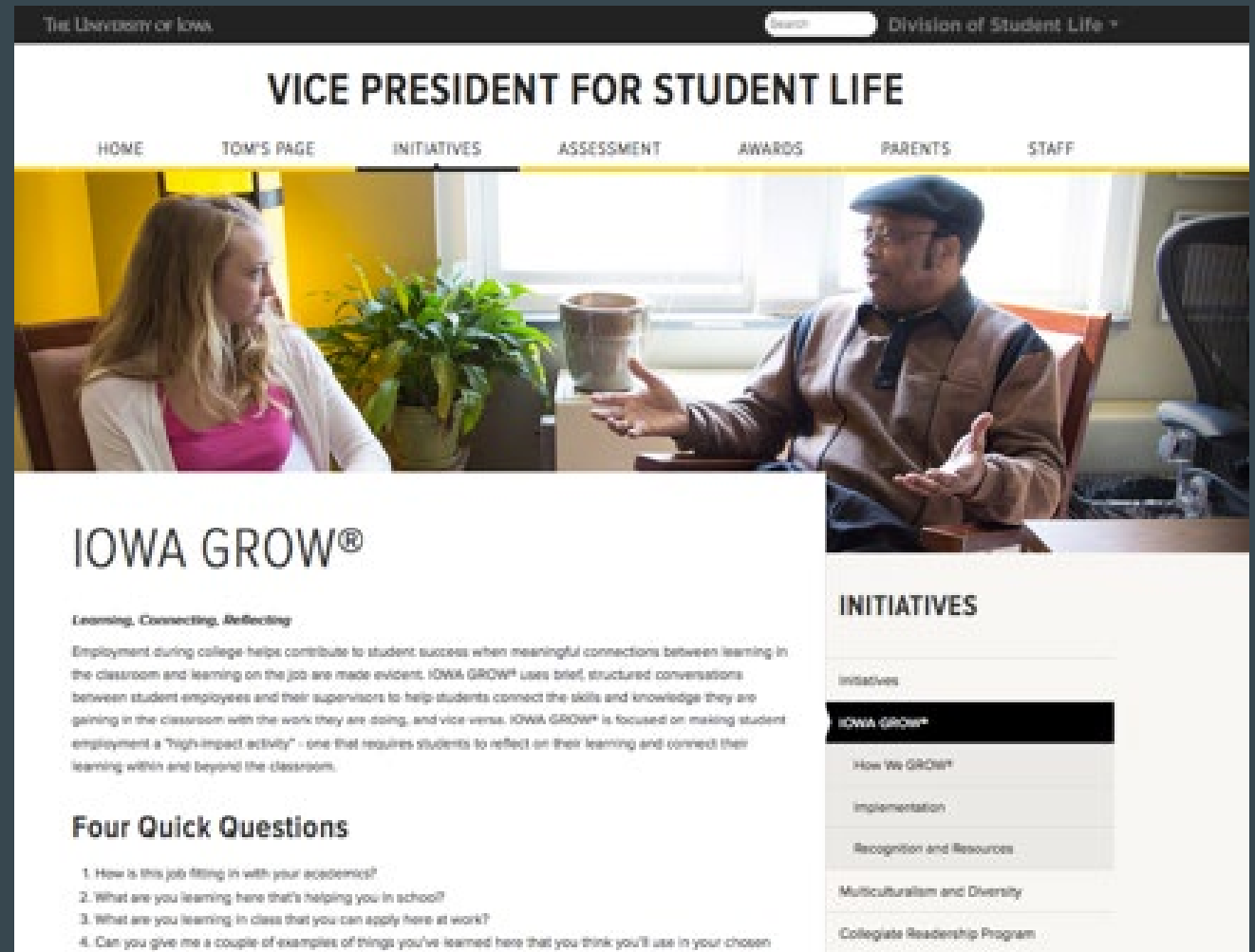


The Student Assessment Researchers (StARs) believe that student voices should be included in conversations about assessment of student learning at UC Davis. Undergraduate students have the opportunity to share their experiences, perspectives, and expertise of their academic journey through the Curious Aggies (CA) project. The CA research inquiry is a dynamic and collaborative effort with a strong emphasis on humanizing research through the partnerships created by our student researchers.

Ex. Iowa Grow/ WI Grow

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?



The screenshot shows the website for the Vice President for Student Life at The University of Iowa. The page features a navigation menu with links for HOME, TOM'S PAGE, INITIATIVES, ASSESSMENT, AWARDS, PARENTS, and STAFF. A large photograph depicts a young woman with blonde hair in a pink top and white cardigan sitting at a table, engaged in a conversation with a man wearing a brown jacket and a black cap. The man is gesturing with his hands as they talk. Below the photo, the text reads "IOWA GROW®" followed by the tagline "Learning, Connecting, Reflecting". A paragraph explains that employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident. It states that 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. Below this text is a section titled "Four Quick Questions" which lists the same four questions shown in the text to the left of the screenshot. On the right side of the page, there is a sidebar menu under the heading "INITIATIVES" with a list of links: Initiatives, IOWA GROW®, How We GROW®, Implementation, Recognition and Resources, Multiculturalism and Diversity, and Collegiate Readership Program.

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?
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INITIATIVES

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

Research States...

Students come with a vast and varied experience with assessment to higher education along with beliefs on which approaches to assessment are meaningful (or not) to their learning (Struyven, Dochy, & Janssens, 2005).

These beliefs impact how a student approaches assessment, prepares for it, and their participation in it (Boud et al., 2015).

Students view assessment to not be about learning but about accountability and to generally be unfair (Fletcher et al., 2012).

Impacts how students view themselves as learners or capable of learning (Falchikov, 2005).

Since the 1990s, various studies have reported on the desire of students to have assessment be more meaningful to their learning, desiring less tests/exams and more choices in the ways to demonstrate their learning as well as involvement in the assessment process itself (Sambell et al., 1997; Zeidner, 1990).

Dominant Elements of Assessment

1. Narrative or personal experience is not valued in the same way for institutional decision making as quantitative data.
2. Students are not considered experts of their own experience and student voice is rationalized away.
3. Most of the standardized measures and theories utilized come from studies of white students in mostly white institutions – this is not challenged.
4. Certain demonstrations of learning are valued over others, and in this way, speech and learning demonstration is limited.

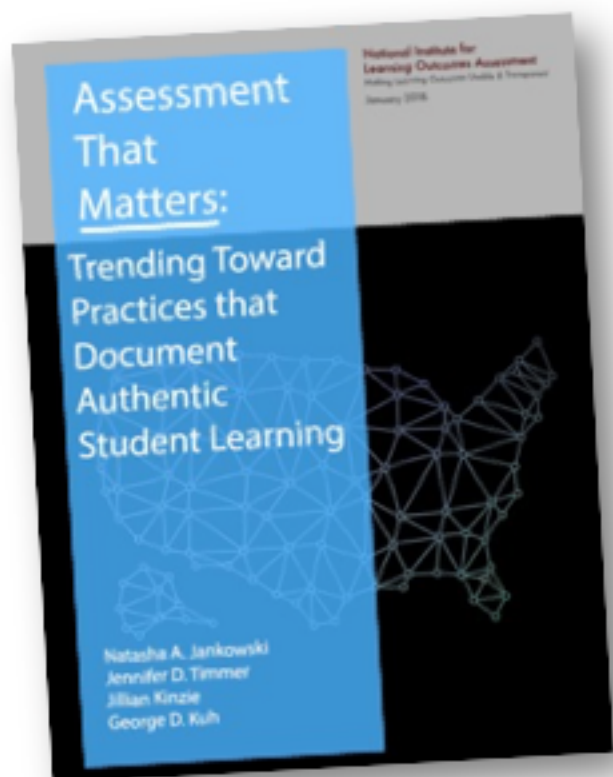
Consider: How might we engage students in our use of results?

If you are already working with students, share what you are doing and what is working well. How else might you involve them?

If you are new to considering students, where or how might you engage them in the use of results?



Communication Finding



Communicating effectively about student learning remains a challenge.

Colleges and universities must more clearly and persuasively communicate relevant, timely, and contextualized information on their impact on students and value to society.

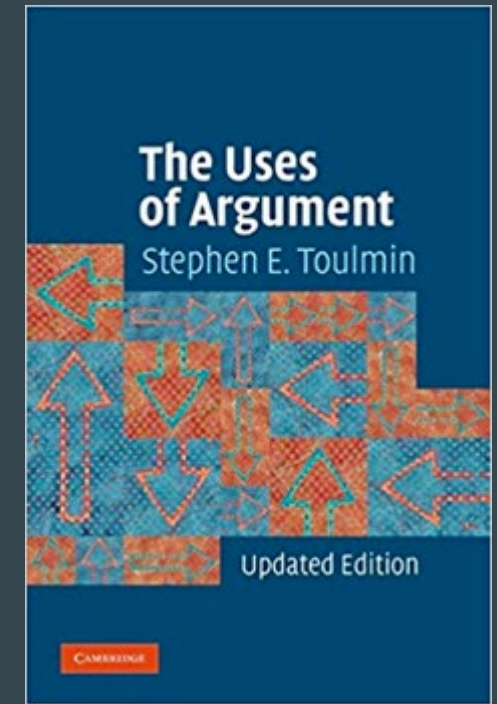
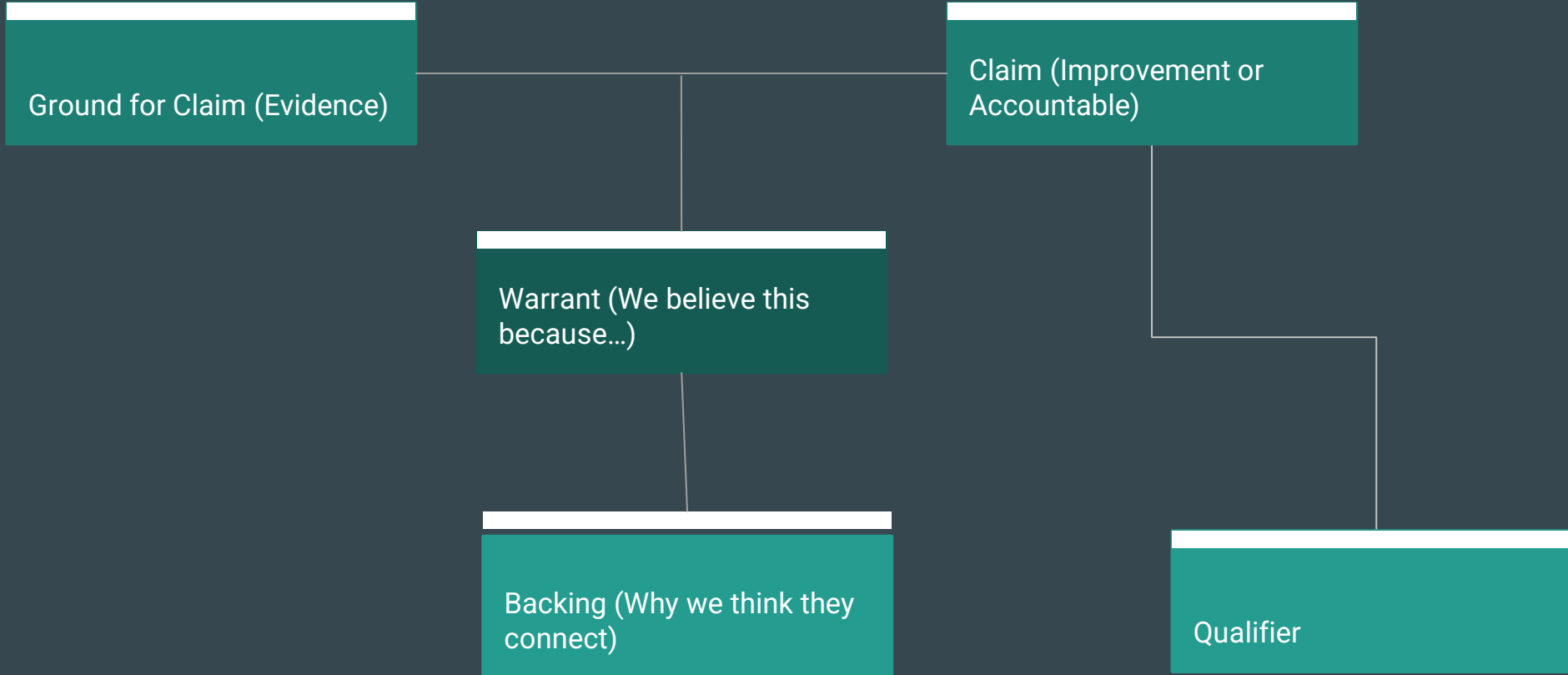
Causal Connections



The example of implementing HIPs...a tale of three changes



Toulmin's Argumentation Model as a Guide



The Warrant

What do you want to know about x?

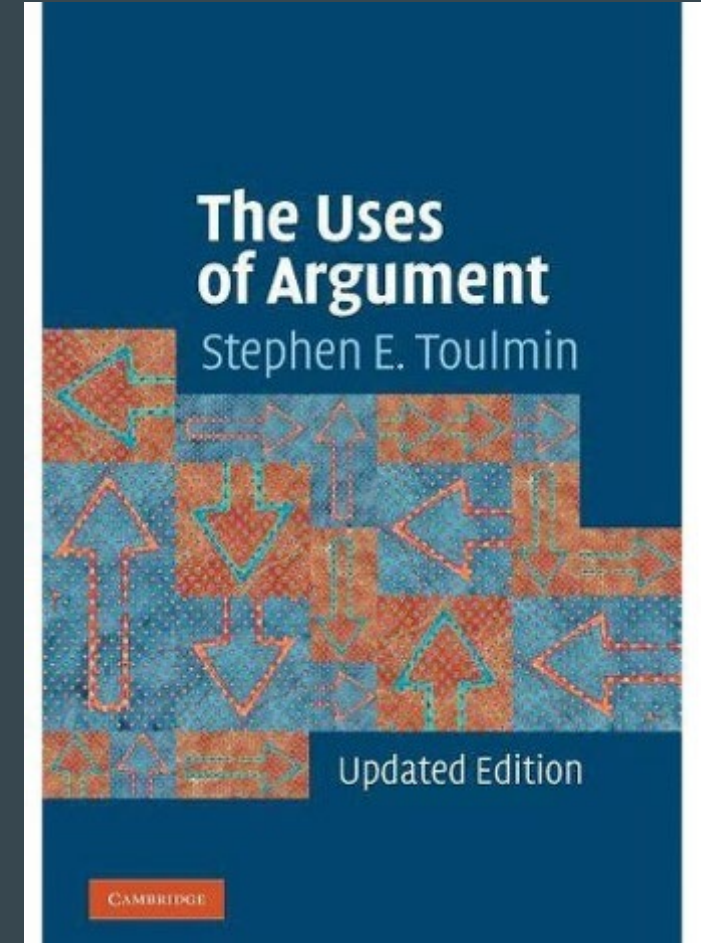
What argument do you want to make about x?

What type of **evidence** would be necessary to make that **argument**?

What is the claim?

What are the grounds for the claim?

And what is the warrant that connects the grounds to the claim?



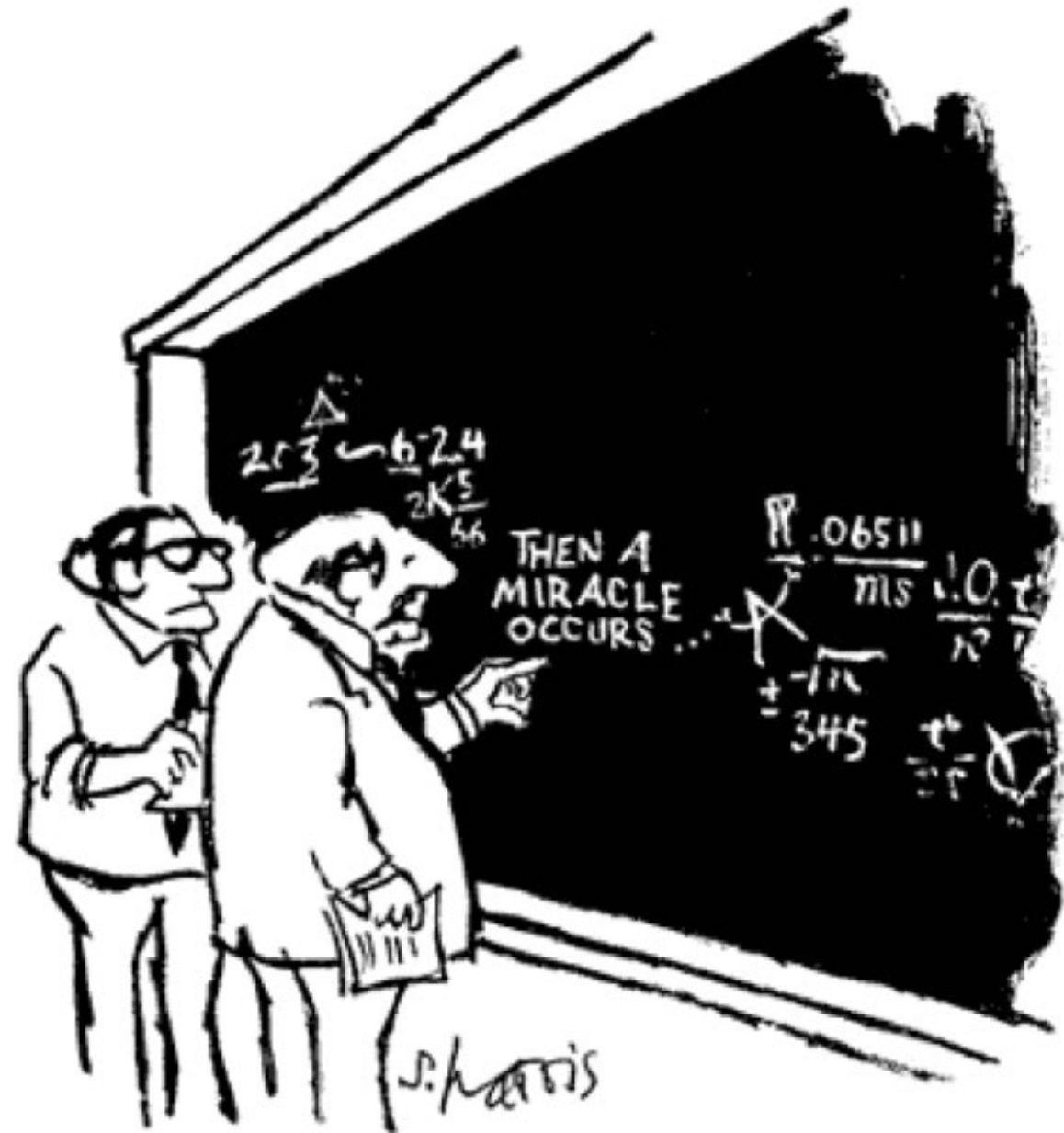
Data Stories vs People Stories



The story is not a data story, but a person, people, or institution story. We often tell data stories without people in them - intentionally so.

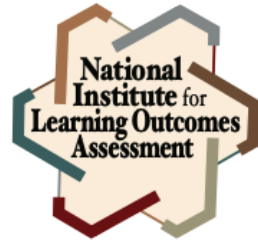
Storytelling provides a means to help others makes sense of, connect with, understand, and recenter together - across the institution.

Storytelling is about community building and sharing our collective values and lessons learned. It helps us understand our relationship to one another.



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

February 2021
N° 50



Evidence-Based Storytelling in Assessment

Natasha Jankowski

www.learningoutcomesassessment.org

Making Sense of Data

- Unpacking assumptions and making choices on what to change and why

Paper highlights

The paper argues that use is actually a cognitive process of unpacking theories of change that are shared through evidence-based stories targeted to various audiences.

Use occurs in cognition and the act of making meaning of assessment results is a collaborative and social cognitive process that occurs through the telling of stories.

It is the combination of evidence and stories. Storytelling complements abstract analysis, not as a replacement, but as a supplement. Through telling stories we provide a way to make sense of the educational experience and communicate that experience to others.

The story involves giving an account of the assessment process and how an institution knows students are learning by outlining the assumptions and argued causal linkages for why things are done in a particular way—by sharing the meaning made from the data.

Evidence gives stories substance, but stories give evidence meaning

Burton R. Clark

The Organizational Saga in Higher Education

An organizational saga is a collective understanding of a unique accomplishment based on historical exploits of a formal organization, offering strong normative bonds within and outside the organization. Believers give loyalty to the organization and take pride and identity from it. A saga begins as strong purpose, introduced by a man (or small group) with a mission, and is fulfilled as it is embodied in organizational practices and the values of dominant organizational cadres, usually taking decades to develop. Examples of the initiation and fulfillment of sagas in academic organizations are presented from research on Antioch, Reed, and Swarthmore.¹

Saga, originally referring to a medieval Icelandic or Norse account of achievements and events in the history of a person or group, has come to mean a narrative of heroic exploits, of a unique development that has deeply stirred the emotions of participants and descendants. Thus a saga is not simply a story but a story that at some time has had a particular base of believers. The term often refers also to the actual history itself, thereby including a stream of events, the participants, and the written or spoken interpretation. The element of belief is crucial, for without the credible story, the events and persons become history; with the development of belief, a particular bit of history becomes a definition full of pride and identity for the group.

INTRODUCTION

development. The participants have added affect, an emotional loading, which places their conception between the coolness of rational purpose and the warmth of sentiment found in religion and magic. An organizational saga presents some rational explanation of how certain means led to certain ends, but it also includes affect that turns a formal place into a beloved institution, to which participants may be passionately devoted. Encountering such devotion, the observer may become unsure of his own analytical detachment as he tests the overtones of the institutional spirit or spirit of place.

The study of organizational sagas highlights nonstructural and nonrational dimensions of organizational life and achievement. Macroorganizational theory has concentrated on the role of structure and technology in organizational effectiveness (Cross, 1964;

Supporting Student Learning as a Whole Institution



Alignment Example

Shared Goal	Unit Goal	Learning	Metric	Direct Outcome Measure
Increase academic success of first generation students	Foster development of sense of belonging in students Improve overall well-being	Explain how they leveraged institutional resources to manage their overall wellbeing Explain how to seek help from different units Self report high quality relationships	Academic probation score, Course withdrawal rate, Hoffman sense of belonging scale score, Number of major changes	Two minute reflective journal prompt Scavenger hunt Advisor report

Examining Equity Gaps in Assignment Types

by Harriet Hobbs and Christine Robinson

- Is there a relationship between assignment type, grades, and student demographics?
- Examined the ways in which assignment types may privilege certain groups of students over others by considering the cultural context of assignments
- Sought student feedback on perceptions of and performance on assignments
- Examined utility value and inclusive content
- Faculty professional development

Centering 'Āina in Assessment: Striving for Equity and Social Justice

by Monica Stitt-Bergh, Charmaine Mangram, Eunice Leung Brekke, Kana Plamann Wagoner, Monique Chyba, Kaiwipunikauikawēkiu Lipe, and Siobhán Ni Dhonacha

- Importance of place and connecting assessment to place and allowing space for multiple worldviews
- Decolonizing assessment by incorporating Indigenous knowledge systems, people, and land
- Leads to improved outcomes for Native Hawaiian students
- Share stories of how incorporate place into student conversations, assignments, and coursework

Authentic Assessment

Realism

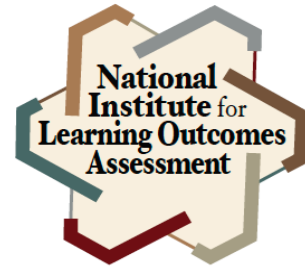
Cognitive Challenge

Involves Evaluative Judgment

Relevance to self, discipline, community, or professional community

~Lydia Arnold (2019)

April 2020



**Planning for Effective
Communication of Assessment:
A Toolkit for Practice**

www.learningoutcomesassessment.org

Communication Tools

- Planning for Effective Communication of Assessment
- Communication Guiding Questions
- Making the Case for Assessment
- Communicating the Value of Assessment
- Sample Communication Plan Template
- Sample Outreach Plan

What questions do you have?

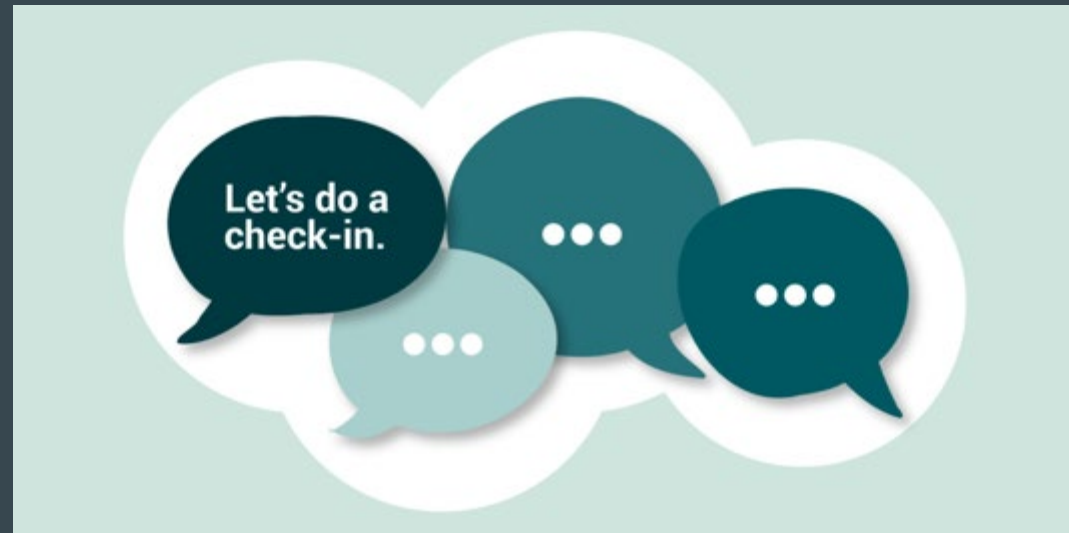


Equity and Assessment

Check-In

What questions do you still have?

What is something you want to try or do differently from our discussions today?

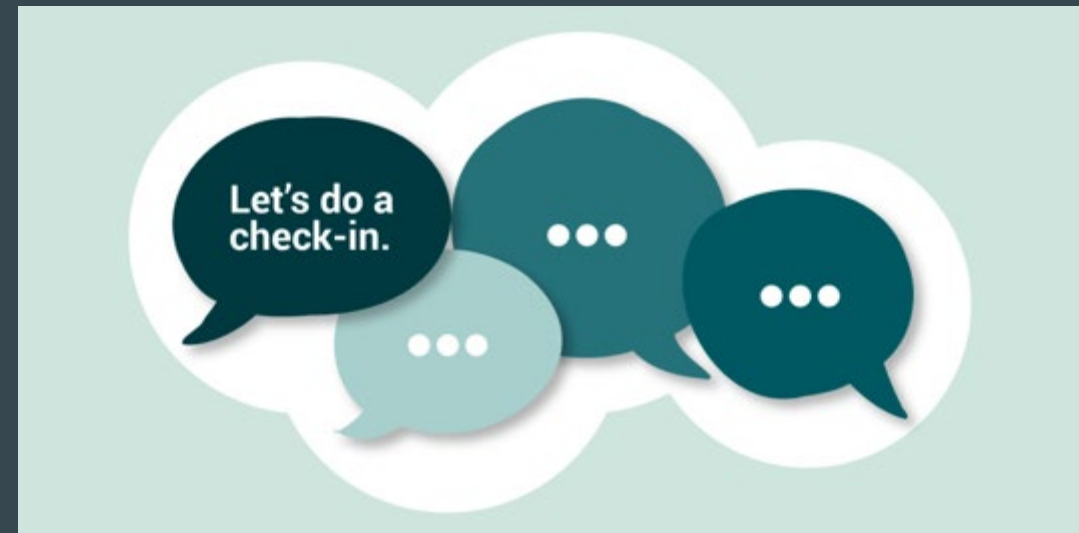


Future Planning

With whom might you need to partner to get things done differently?

What is your implementation plan to make that happen?

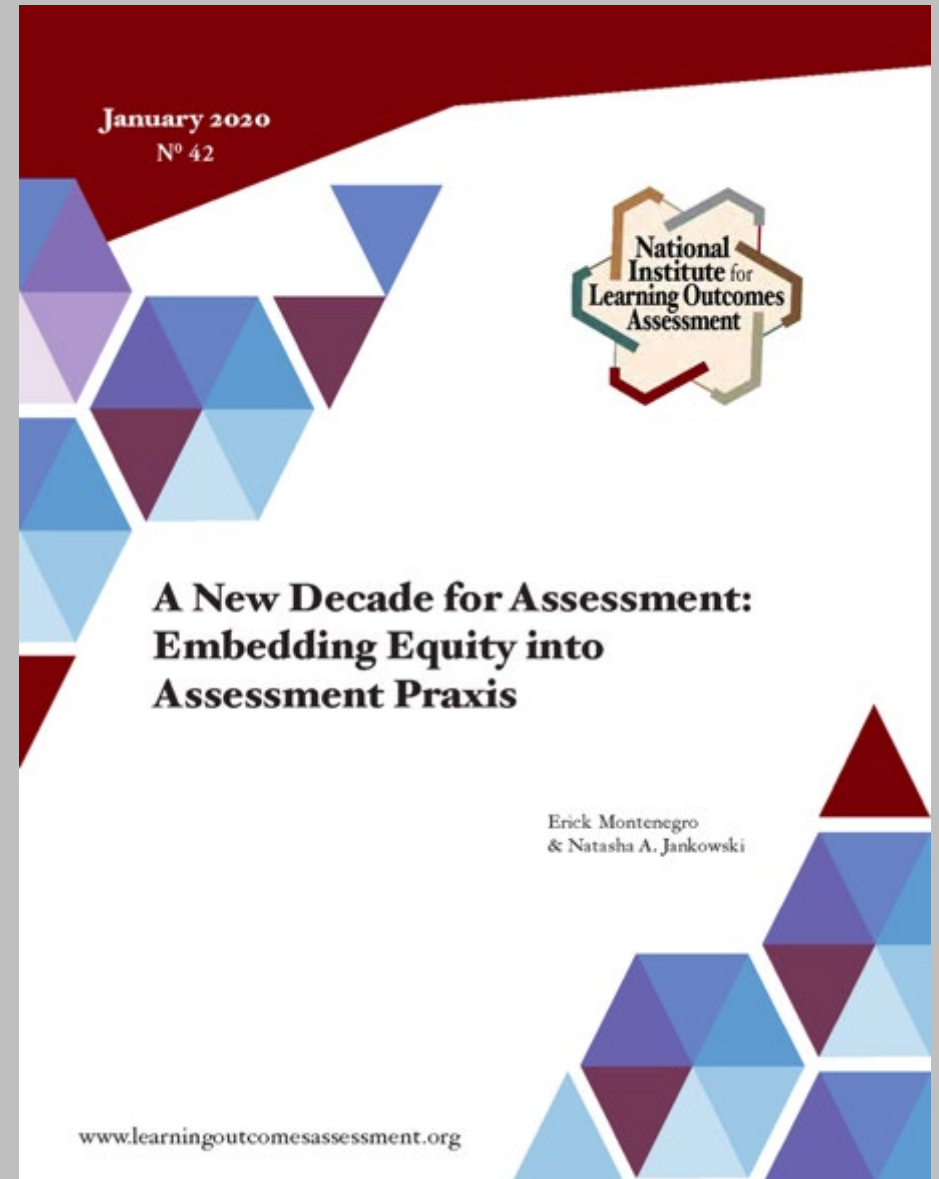
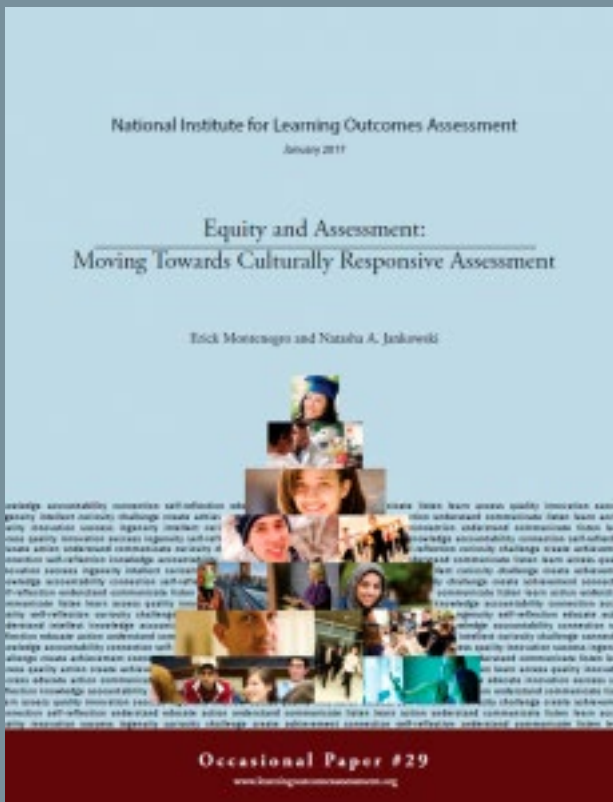
What resources do you need?




What questions do you have?



Equity Conversations





**What would
assessment look
like if it was a
vehicle for equity?**



Infusing Equity in Assessment

Equity and Assessment

Process Implemented

Doing of the Process

Policies

Methods

Analysis

Decision
Making

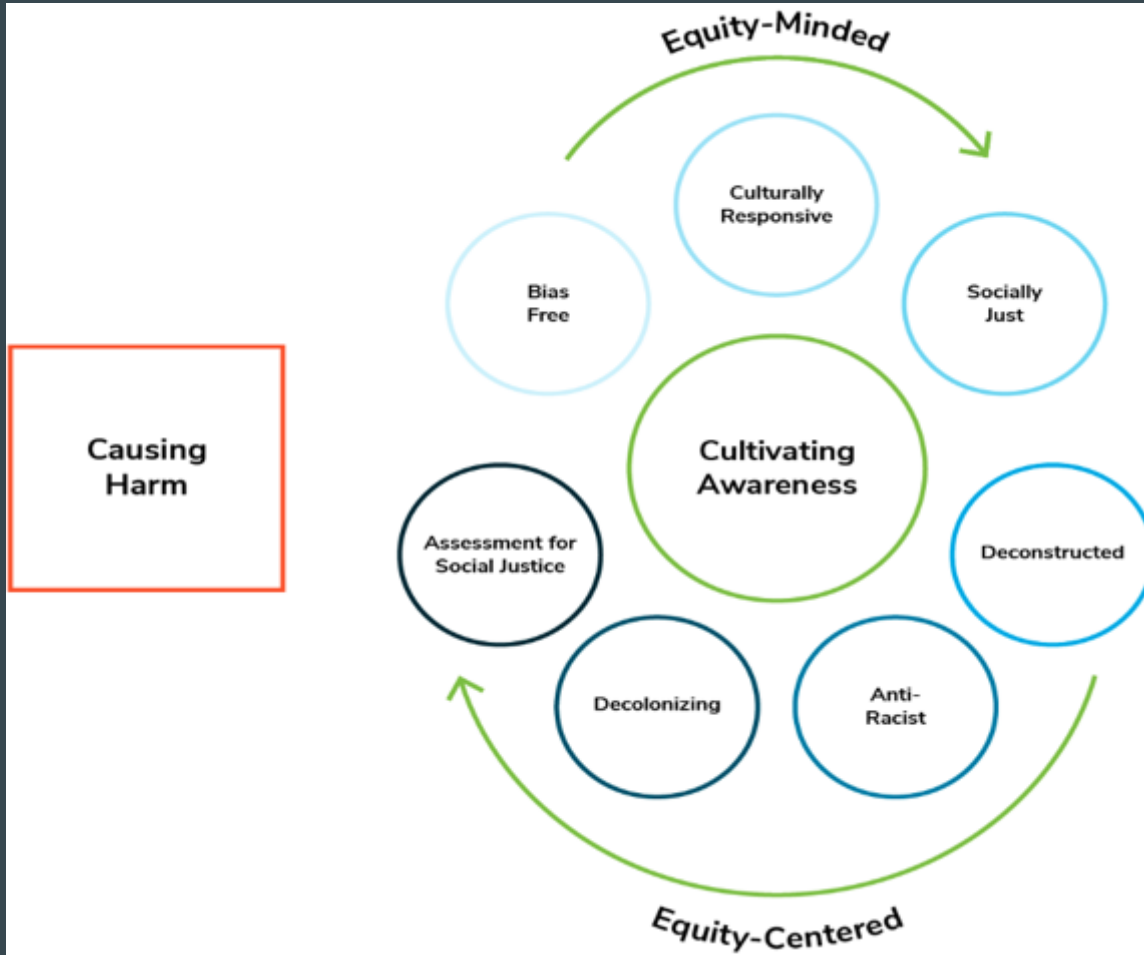
Action

Equitable Assessment

At its core, equitable assessment calls for those who lead and participate in assessment activities to work to ensure that assessment does not feed into cycles that perpetuate inequities but serve to bring more equity into higher education. This requires involving students.

~Montenegro & Jankowski, 2017, 2020

Quick Overview of the Literature



EMERGING APPROACHES:
FEMINIST ASSESSMENT
HEALING-CENTERED ASSESSMENT
MINDFUL ASSESSMENT

Student Voice Helps with Equity in Assessment

Check

Check biases and ask reflective questions throughout the data analysis process to address assumptions and positions of privilege

Use

Use multiple sources of evidence appropriate for the students being supported and the related learning experience or support offering

Include

Include student perspectives and take action based on those shared perspectives

Increase

Increase transparency in results and actions taken

Invite alternative interpretations

Ensure

Ensure collected data are meaningfully disaggregated and interrogated - including points of intersectionality

Make

Make evidence-based changes that address issues of equity that are context specific

How does mapping learning help?

	Course 1	Course 2	Course 3	Course 4
Learning Outcome 1 or Durable Skills	X	X		X
Learning Outcome 2	Introduce	Reinforce	Achieve	
Learning Outcome 3	Paper	Presentation	Debate	Exam

However...

- Is it an individual process or one of consensus building? Do we have a shared understanding of what we are building towards?
- If two faculty members individually mapped the curriculum, would they end up with the same map?
- If students mapped the curriculum, would they have the same map as faculty? Is it realistic to even think students will experience the map as intended? What do their course taking patterns suggest?
- What is the standard for inclusion? Is it that the learning was assessed, or that it was addressed? Is it part of an assignment or the focus of the entire assignment?
- What is the role of advisors and should they be involved in mapping discussions?

Across Course View

Collaborations: Learn what others are teaching or doing

Curriculum maps: Ask students to map their learning across the curriculum.

Rate importance of learning outcomes and their thoughts on whether and where they achieved them.

Implement program efforts collectively: grading, portfolios, etc.

Engage in reflection and transference of knowledge

Cross Course Connection Reflection Questions

- Can they bring an assignment from a previous course and build upon it in this course?
- How might you pair with another faculty member or course and either integrate or connect assignments?
- Are there opportunities for common assignments that foster student reflection on course connections? Where might those fit and what might they look like?
- What information should we share about our courses to help inform other faculty on student readiness to engage with material?
- What do we as faculty need to know about other courses and what students bring with them?

Considering Course and Program

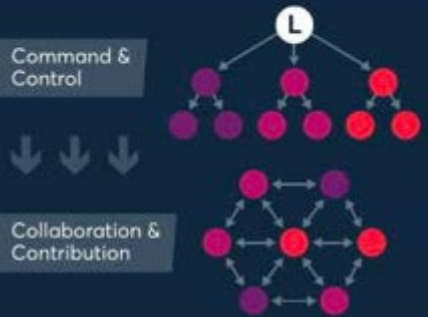
- Who takes my course in our major and why do they take my course?
- What areas of common feedback do we provide? Are there shared areas where student struggle?
- What can professors who will teach my students next assume they know, understand and can do because of my course?
- How do I explain to students the knowledge and skills their coursework develops?
- How does my course fit into a larger shared community experience for students?
- How do we ensure that students do not feel like their courses are disjointed, disconnected, or offer stark contrasts in policies, approaches, and assessments?
- What do I need to address in my course versus what we collectively address as a program?

CATEGORY	BUILDERS	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN ALPHA
Slang terms	 <p>We prefer proper English if you please</p> <p>Born: < 1946 Age: 74+</p>	<p>Be cool Peace Groovy Way out</p> <p>Born: 1946-1964 Age: 55-73</p>	<p>Dude Ace Rad As if Wicked</p> <p>Born: 1965-1979 Age: 40-54</p>	<p>Bling Funky Doh Foshizz Whassup?</p> <p>Born: 1980-1994 Age: 25-39</p>	<p>🔥 Fam GOAT Slay Yass queen</p> <p>Born: 1995-2009 Age: 10-24</p>	<p>lit yeet hundo oof rn idrc</p> <p>Born: 2010-2024 Age: under 10</p>
Social markers	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	Trump / Brexit 2016
Iconic cars	 Model T Ford Final, 1927	 Ford Mustang 1964	 Holden Commodore 1978	 Toyota Prius 1997	 Tesla Model S 2012	 Autonomous vehicles 2020s
Iconic toys	 Roller skates	 Frisbee	 Rubix cube	 BMX bike	 Folding scooter	 Fidget spinner
Music devices	 Record player 1940-1960	 Audio cassette 1963	 Walkman 1979	 iPod 2001	 Spotify 2009	 Smart speakers 2015
Leadership style	 Controlling	 Directing	 Coordinating	 Guiding	 Empowering	 Inspiring
Ideal leader	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
Learning style	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
Influence/advice	Officials	Experts	Practitioners	Peers	Forums	Chatbots
Marketing	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)

EFFECTIVE ENGAGEMENT

X	Verbal Sit & listen Teacher Job security Authoritarian Curriculum centred Closed book exams Books & paper Doer	Z	Visual Try & see Facilitator Flexibility Participative Learner centric Open book world Glass & devices Co-creator
----------	--	----------	---

LEADERSHIP CHANGE



UNI DEGREES



TOP EMOJIS



MOBILITY



CHANGING

GENERATIONS



2,800,000 Gen Alphas born globally each week

CHARACTERISTICS

- Global
- Digital
- Social
- Mobile
- Visual

TOP BABY NAMES

Oliver	1	Charlotte
Jack	2	Olivia
William	3	Ava
Noah	4	Amelia
Henry	5	Mia

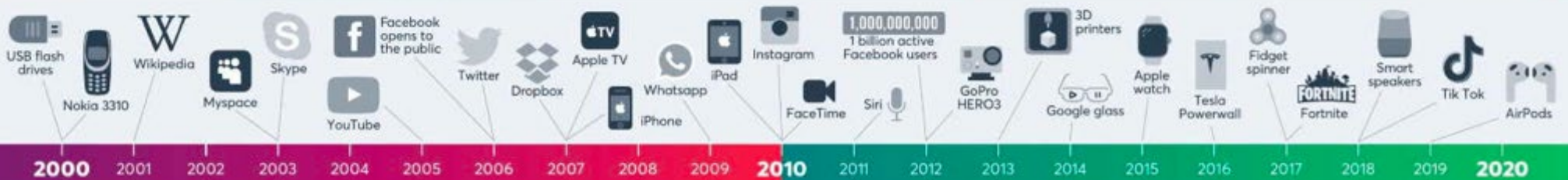
WORKFORCE OF 2030

X 23%

Y 32%

Z 34%

a 11%



MEME OF THE YEAR

- Badger video
- Charlie the unicorn
- Chuck Norris facts
- Potter puppet pals
- Charlie bit my finger
- David after dentist
- JK wedding dance
- Photo-bombing
- Planking
- Gangnam Style
- The Fox
- Icebucket Challenge
- Blue & black/white & gold
- Bottle flip
- The dab
- Floss dance
- 10 year challenge

WORD OF THE YEAR

- Blog
- Texting
- Emo
- Podcast
- Peeps
- Bailout
- Unfriend
- App
- Cloud
- Hashtag
- Selfie
- YOLO
- 😂
- Post-truth
- Fake news
- Toxic
- Yeet

NEW JOBS

- Sustainability officers
- Digital records manager
- Data visualisation designer
- Blogger
- Big data analyst
- App developer
- Social media marketer
- Autonomous vehicle technician
- Medical nanotechnologist
- UX manager
- Cyber security professional
- Blockchain developer
- Robotics technician
- UAV operator
- Workplace concierge
- Wellbeing manager
- Professional organiser

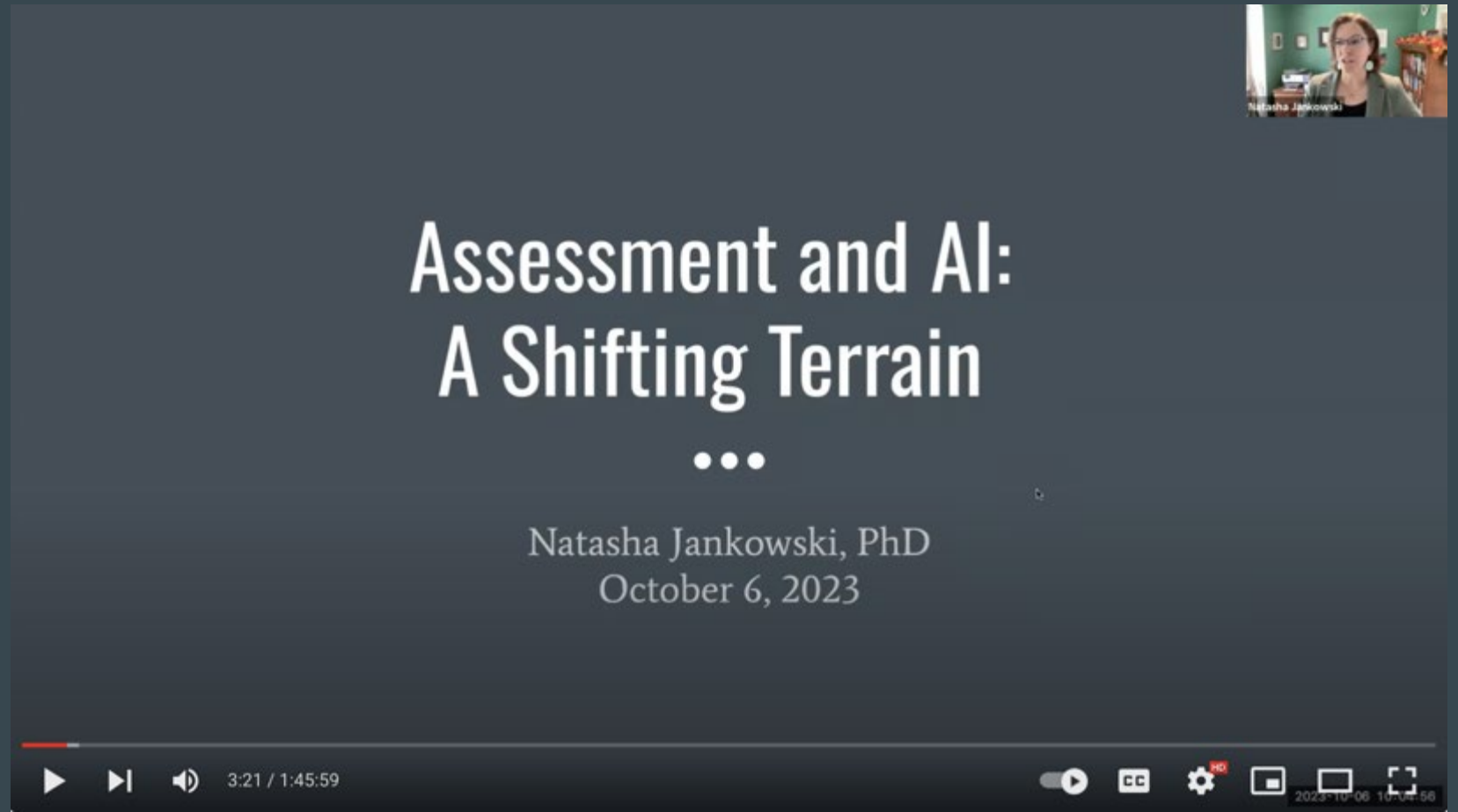
Resources



natasha.a.jankowski@gmail.com

Webinar on AI and Assessment

- AI in education google group:
<https://groups.google.com/g/ai-in-education/about>
- AI Assessment Scale:
<https://leonfurze.com/2023/04/29/the-ai-assessment-scale-from-no-ai-to-full-ai/>
- AI Resources:
<https://www.stonybrook.edu/celt/teaching-resources/aibot.php>



Assessment and AI:
A Shifting Terrain
...

Natasha Jankowski, PhD
October 6, 2023

3:21 / 1:45:59

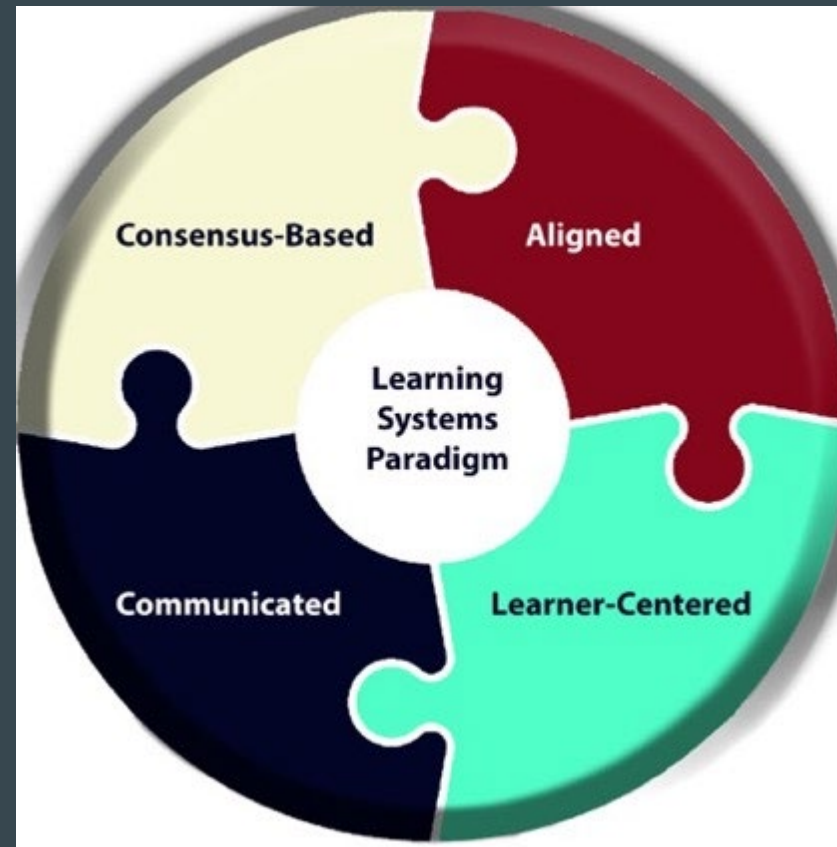
2023-10-06 10:04:56

DEGREES THAT MATTER

Moving Higher Education to a
Learning Systems Paradigm

NATASHA A. JANKOWSKI
AND DAVID W. MARSHALL

Learning System Paradigm



Student-Focused Learning and Assessment

Involving Students in the Learning
Process in Higher Education

Natasha A. Jankowski, Gianina R. Baker,
Karie Brown-Tess, and Erick Montenegro, Editors




PETER LANG



REFRAMING ASSESSMENT TO CENTER



*THEORIES, MODELS,
AND PRACTICES*

EDITED BY GAVIN W. HENNING,
GIANINA R. BAKER, NATASHA A. JANKOWSKI,
ANNE E. LUNDQUIST, AND ERICK MONTENEGRO

ASSIGNMENT RESOURCES

[Contact Us](#)[Join Our Email List](#)[Coaches & Speakers](#)[News & Events](#)

National Institute for Learning Outcomes Assessment

[About](#)[Publications](#)[Our Work](#)[Browse by:](#)[Home / Our Work / Assignment Charrette](#)

Assignment Charrettes

NILOA has been fostering the use and development of intentionally designed assignments through a faculty-driven, collaborative peer review process – the assignment charrette. Developed in partnership with faculty and experts in the field, our Assignment Charrette Toolkit provides tools, materials, and resources to adapt to local and regional context, along with institutional examples and relevant resources. Click on each banner to expand the selection and access each resource.

Please cite as: National Institute for Learning Outcomes Assessment (2018, February). *The assignment charrette toolkit*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

[+ The Assignment Charrette Toolkit](#)[+ Examples from Institutions and Organizations](#)[+ Additional Resources on Assignments](#)

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June 2020
N° 44



Working with Employers: Tips for Success

Natasha A. Jankowski &
Gianina R. Baker

www.learningoutcomesassessment.org

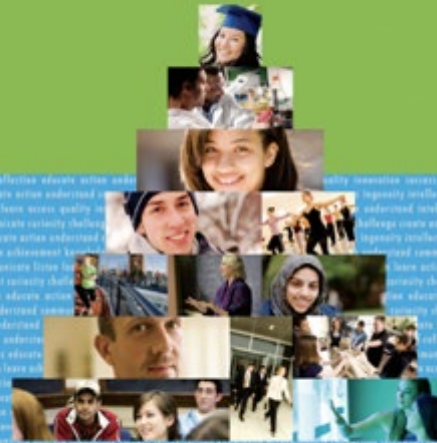
National Institute for Learning Outcomes Assessment

September 2019

Co-Designing Assessment and Learning: Rethinking Employer Engagement in a Changing World

Jason A. Tyszko & Robert G. Sheets

Foreword by Natasha A. Jankowski



Occasional Paper #39

www.learningoutcomesassessment.org



U.S. CHAMBER OF COMMERCE FOUNDATION

National Institute for Learning Outcomes Assessment

April 2010

Opening Doors to Faculty Involvement in Assessment

Pat Hutchings

Foreword by Peter T. Ewell



knowledge accountability connection self-reflection
intellect curiosity challenge create achievement
access ingenuity intellect curiosity challenge
ingenuity self-reflection educate action understand
curiosity challenge create achievement connection
connection self-reflection educate action understand
educate innovation success ingenuity intellect
understand communicate curiosity challenge
action understand communicate listen learn
challenge knowledge accountability
ingenuity self-reflection educate action
accountability connection self-reflection
challenge connection knowledge access
access ingenuity challenge create achievement
listen learn access quality action create achievement
access educate action communicate listen learn
knowledge accountability communicate listen learn
innovation success ingenuity intellect access quality
understand educate action understand communicate
curiosity challenge create achievement connection
self-reflection educate action understand communicate
listen learn access quality action create achievement
self-reflection educate action understand communicate
listen learn access quality innovation success educate
action communicate listen learn access

Occasional Paper #4

learningoutcomesassessment.org

National Institute for Learning Outcomes Assessment

May 2011

What Faculty Unions Say About Student Learning Outcomes Assessment

Larry Gold (AFT), Gary Rhoades (AAUP), Mark Smith (NEA) & George Kuh (NILOA)

Foreword by Stanley O. Ikenberry



knowledge accountability connection self-reflection
intellect curiosity challenge create achievement
access ingenuity intellect curiosity challenge
ingenuity self-reflection educate action understand
curiosity challenge create achievement connection
connection self-reflection educate action understand
educate innovation success ingenuity intellect
understand communicate curiosity challenge
action understand communicate listen learn
challenge knowledge accountability
ingenuity self-reflection educate action
accountability connection self-reflection
challenge connection knowledge access
access ingenuity challenge create achievement
listen learn access quality action create achievement
access educate action communicate listen learn
knowledge accountability communicate listen learn
innovation success ingenuity intellect access quality
understand educate action understand communicate
curiosity challenge create achievement connection
self-reflection educate action understand communicate
listen learn access quality action create achievement
self-reflection educate action understand communicate
listen learn access quality innovation success educate
action communicate listen learn access

Occasional Paper #9

learningoutcomesassessment.org

Assessment Security



Value/Principle	Implications for OP exam technology
<i>Academic integrity</i>	Ensuring academic honesty, rigor, excellence, and institutional reputation
<i>Fairness</i>	Equitable access to technology and remote exam settings Equal, not biased or discriminatory, determination of cheating
<i>Transparency</i>	Transparent use and explanation of the nature of the technology and its selected functions Transparent use of AI-based “red flags”
<i>Non-maleficence</i>	Effective and safe application of the technology which does not cause harm to the subject
<i>Privacy</i>	Privacy in collection and security of personal data and exposure of body, behavior, and home spaces
<i>Respect for autonomy</i>	Examinee autonomy regarding personal data use, use of AI, video recordings, strangers as proctors
<i>Liberty and trust</i>	Potential wider effects on freedoms, use of digital technologies, and society’s trust in AI, universities, etc.
<i>Accountability</i>	Accountability by the entity using the technology for misuse and processes for individuals to contest wrongful outcomes

Table 1: Ethical values/principles and their implications for OP exam technology

Mapping Toolkit

[Home](#) / [Our Work](#) / Curriculum Mapping

Curriculum Mapping

NILOA's Mapping Toolkit was developed alongside faculty and experts in the field to provide framing, tips, and insights into the process of mapping learning. The Mapping Learning Toolkit presents approaches to identify alignment with learning outcomes within program, co-curriculum, general education, employment, and elsewhere learning occurs. The Mapping Learning Toolkit provides resources for conducting meaningful "curriculum" mapping along with examples from institutions. Click on each banner to expand the selection and access resources.

Please cite as: National Institute for Learning Outcomes Assessment. (2018, March). *Mapping learning: A toolkit of resources*. Urbana, IL: University of Illinois at Urbana-Champaign, National Institute for Learning Outcomes Assessment (NILOA).

+ Mapping Learning: A Toolkit

+ Examples from Institutions and Organizations

June 2020
N° 45



Mapping and Assessing Student Learning in Student Affairs

Natasha A. Jankowski
& Gianina R. Baker

www.learningoutcomesassessment.org

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February 2020
N° 43



Using CAS as a Framework to Assess Holistic Learning

Gavin W. Henning,
Rich Robbins &
Stacy Andes

CAS Council for the
Advancement of
Standards in Higher Education

March 2021

Nº 51



The Need for Program Theory and Implementation Fidelity in Assessment Practice and Standards

Sara J. Finney, Jennifer B. Wells, & Gavin W. Henning

www.learningoutcomesassessment.org

July 2020

Nº 48

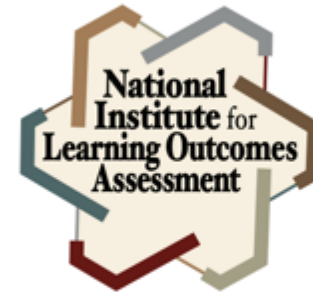


Program Review and Assessment for Continuous Improvement: Asking the Right Questions

Tami Eggleston
McKendree University

www.learningoutcomesassessment.org

June 2020
Nº 46



Documenting Learning: The Comprehensive Learner Record

Gianina R. Baker &
Natasha A. Jankowski

www.learningoutcomesassessment.org

National Institute for Learning Outcomes Assessment

December 2018

Towards a Model for Assessment in an Information and Technology-rich 21st Century Learning Environment

Johannes Cronjé



Occasional Paper #37

www.learningoutcomesassessment.org

The
Neuroscience
of
Learning
and
Development

R
ROBERTSON

ENHANCING CREATIVITY, COMPASSION, CRITICAL
THINKING, AND PEACE IN HIGHER EDUCATION

Edited by **MARILEE J. BRESCIANI LUDVIK**

Foreword by **Gavin W. Henning**

Foreword by **Ralph Wolff**

Thank you!



natasha.a.jankowski@gmail.com