

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

About NILOA

NILOA was founded by the universities of Illinois and Indiana under leadership from George Kuh and Stan Ikenberry. It is the leading national force in support of efforts by colleges and universities to obtain, use and share evidence of student learning to strengthen student attainment and improve undergraduate education. Support for NILOA comes from the Lumina Foundation, the University of Illinois and other sources.

Facts You Should Know

- **On average, over 7,000 individuals visit the NILOA website monthly.** This is a 45% increase over previous years. One third of these are regular return visitors, but nearly two out of three are new to the site, which means the reach and level of use is expanding. Most users come from the US, but NILOA resources are used in more than 120 countries and territories.
- A monthly NILOA newsletter **alerts over 6,500 college presidents, provosts,** institutional research directors, faculty, and assessment professionals to new resources, best practices, and fresh thinking about assessment and related topics.
- NILOA is a leader in making learning outcomes visible and useful to the public. A **Transparency Framework** was created by NILOA and is widely used. The Voluntary Framework for Accountability adopted NILOA's Transparency Framework. Over 30 institutions are using it to improve their websites.
- NILOA conducted an evaluation of the **Voluntary System of Accountability. *Transparency and Accountability: An Evaluation of the VSA College Portrait Pilot.*** NILOA also worked with the **Committee on Institutional Cooperation**, a consortium of **Big Ten universities** plus the **University of Chicago**, on mapping institutional assessment practices and communicating said practices to multiple audiences based around key questions of interest.

NILOA's Focus

NILOA Reports provide the first systematic examination of assessment on a national scale in the last fifteen years.

More Than You Think, Less Than We Need: Assessment in Higher Education reported findings from the first national study about learning outcomes assessment at two- and four-year institutions;

Down and In: Assessment Practices at the Program Level presents a national profile of learning outcomes assessment at the program level where improvements in teaching and learning occur;

Exploring the Landscape: What Institutional Websites Reveal About Student Learning Outcomes Assessment Activities summarizes the state of institutional web page transparency;

Perspectives from Campus Leaders on the Current State of Student Learning Outcomes Assessment shares the views of campus leaders and others on the current state of quality assessment;

Connecting State Policies on Assessment with Institutional Assessment Activity compares NILOA survey findings with a NCHEMS study on state policies on student learning outcomes assessment;

Making Student Learning Evidence Transparent: The State of the Art examines the impact of national transparency initiatives, the display of assessment results, and their subsequent use by institutions; and

Using Assessment Results: Promising Practices of Institutions That Do It Well presents findings from NILOA's nine case studies regarding using information from student learning to improve.

- **NILOA has engaged the nation's leading scholars and leaders to address challenging contemporary issues.** A series of Occasional Papers - 19 so far - examines the current state-of-the art in assessing learning outcomes in American higher education.

NILOA Intends to:

- **Track institutional use of the Degree Qualifications Profile (DQP)** and the relationship between DQP and Tuning efforts in various states.
- Create and disseminate a library of **rigorous assignments calibrated to DQP outcomes.**
- Share its reports and resources in **ERIC, the world's largest digital library** of educational literature to provide access to our work to a potentially different audience than may come to our website.
- Produce a book published by **Jossey-Bass (now under contract)** on the changing nature of assessment in an effort to reframe the national conversation. The guiding narrative for the manuscript privileges use over compliance.
- Use technologies such as **Facebook and Twitter** to promote website resources to a variety of audiences.
- **Produce occasional papers** on topics such as the role of faculty and academic freedom in assessment, competency-based education and its implications for assessment, and the relationship between Tuning and the DQP.