


The Good, the Bad, and the Ugly: Unpacking the Narratives of Assessing Student Learning

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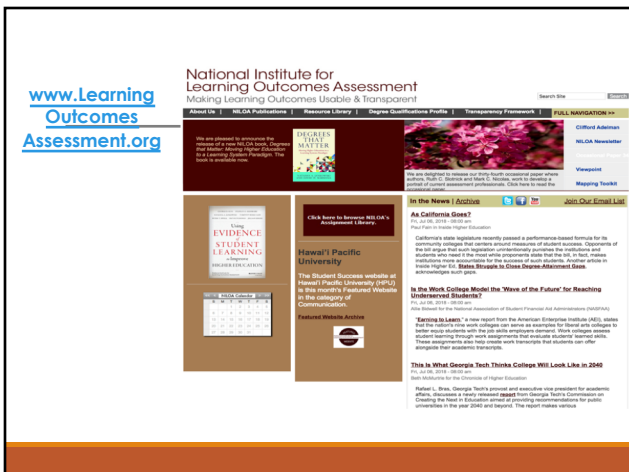
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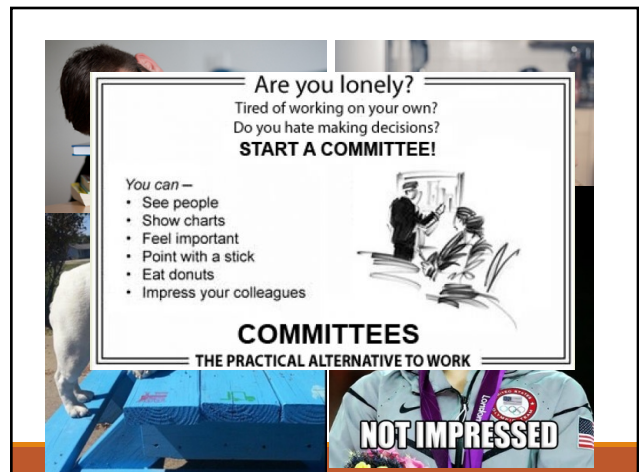
GREEN LEAF MATTER
 An article featured in Higher Education Perspectives discusses the importance of student learning outcomes (SLOs) in higher education and offers a number of useful assessment professionals. Click here to read the full article.

California Done?
 The state of California has passed a performance-based formula for the upcoming budget that will require a significant increase in student learning outcomes (SLOs) and will require a significant increase in the number of SLOs. Click here to read the full article.

Is the Work College Model the 'Wave of the Future' for Reaching Underrepresented Students?
 The American Association of Community Colleges (AAC&C) has released a new report that examines the work college model and its potential to reach underrepresented students. Click here to read the full article.

Targeted Leads
 A new report from the American Association of Community Colleges (AAC&C) shows that the majority of work colleges are serving as a model for other colleges to better serve students with the job skills employers demand. Click here to read the full article.

This is What Georgia Tech Thinks Colleges Will Look Like in 2040
 The report, released by the Division of Higher Education, shows that Georgia Tech's vision of a future college is one that is more focused on student learning outcomes and less on traditional classroom instruction. Click here to read the full article.



Are you lonely?
 Tired of working on your own?
 Do you hate making decisions?
START A COMMITTEE!

You can –

- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

COMMITTEES
 THE PRACTICAL ALTERNATIVE TO WORK


NOT IMPRESSED

#News #Assessment And Accountability

Harsh Take on Assessment ... From Assessment Pros

At accrediting conference, panelists acknowledge that effort to measure learning outcomes has been a "hot mess" and that it's time for a better approach.

By Doug Lederman // April 17, 2019 102 COMMENTS COLLEGE PAGES


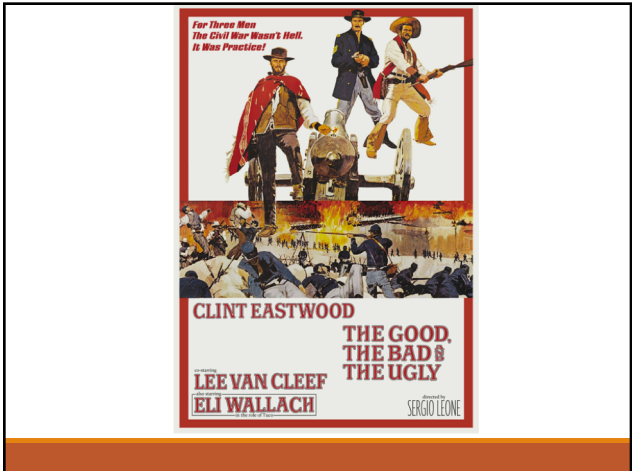


Bad Assessment

Challenging the Role of Assessment in Higher Education

The Misguided Effort to Measure Learning Outcomes'

Molly Worthen FEB. 23, 2018

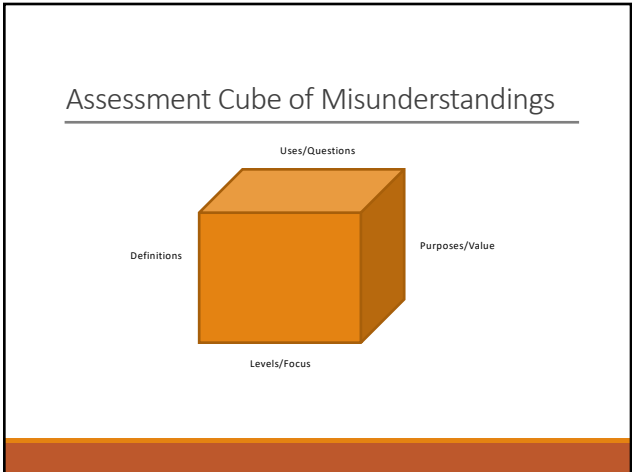



Institute for Learning Outcomes Assessment
November 2008

Assessment, Accountability, and Improvement: Rivalling the Tension

Peter T. Ewell
Foreword by George T. Kuh

Occasional Paper #1
www.gcu.edu/assessment

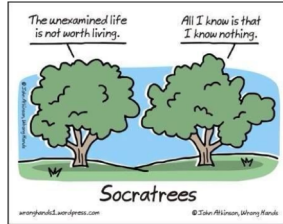


Three Schools of Thought

Measurement

Compliance (Reporting)

Teaching and Learning (Improvement)



Measurement

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

The Multi-State Collaborative: A Preliminary Examination of Convergent Validation Evidence ~Mark Nicholas, John Hathcoat, & Brittany Brown

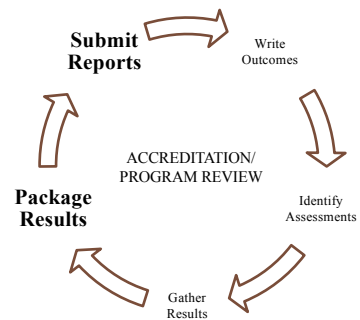
- Testing and standardization
- Must be measurable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons

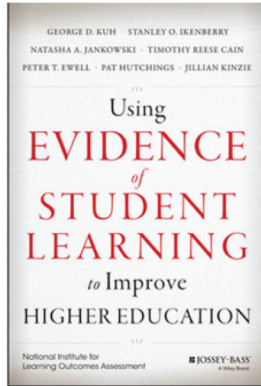


Compliance

Documenting institutional quality assurance through reporting frameworks
Is assessment destroying the liberal arts? ~Karin Brown

- Bureaucratic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive
- Lots of data collection, minimal use





But where are the students...?



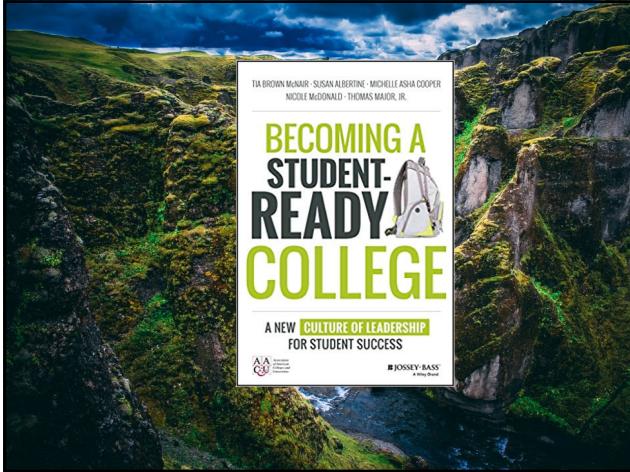
Teaching and Learning

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

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

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





It's not a game, it's a system change issue

Student Onboarding Akin to "Chutes and Ladders"
Uncommon Persistence and College Navigation Skills Needed

EAB Community College Executive Forum Learn More

Not As Easy As One-Two-Three

For Students, Onboarding is a Complex Web of Services

Administration's Perspectives
 College administrators and staff often see their roles and responsibilities as a linear path from application to enrollment. A series of checkboxes underlines the onboarding process, from application to advising and financial aid, to enrollment. However, students experience onboarding as a complex process.

Student's Experience
 Students enter into a highly complex and multi-step application process. As a result, many students enter frequent confusion. This affects their ability to make the right choices. Students often have to ask questions to get help in long information sessions.

Complexities

- Work Order of Goals
- Unfamiliarity to Campus
- Peer Fit Schedule
- Delayed Financial Aid

EAB Community College Executive Forum Learn More

Kapi'olani Community College Student Journey

Plan Your College Experience and Adventure

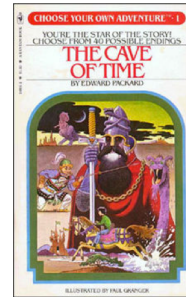
UNIVERSITY OF HAWAII
KAPĪOLANI COMMUNITY COLLEGE

Transparency

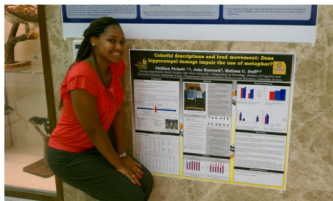
Awareness of Learning Outcome Statements



Without Transparency, where is agency?



One does not simply explore evidence alone...

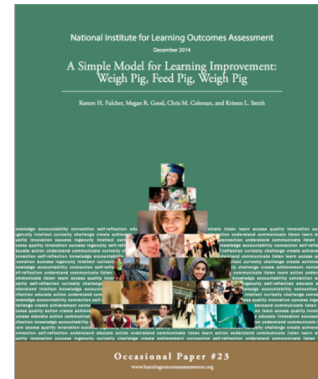


Models

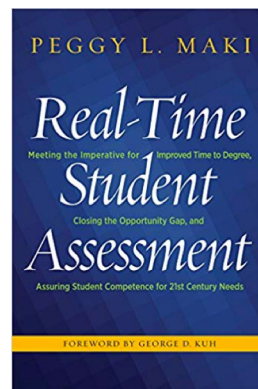
These philosophies of assessment lend themselves to particular types of models for how we go about assessing student learning

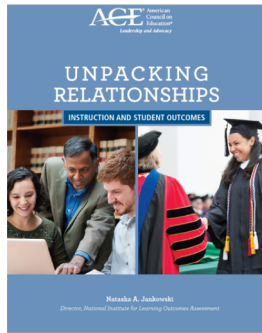


Institutional or Program Improvement



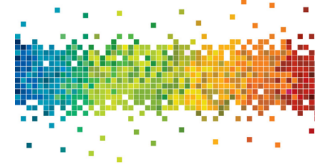
Learning Improvement



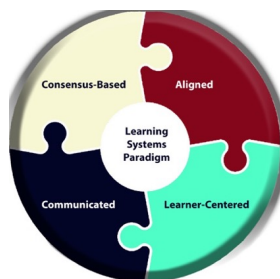
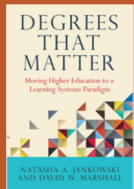


Assessment as a Process...

Is trying to get us to think intentionally about our learning design



The Learning Systems Paradigm



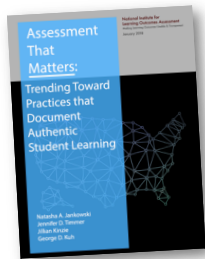
Applied to Mapping Learning and Assignment Design

We can talk more about these two topics in the follow-up Q&A if you like

Now that we've seen the system...how do we talk about it??

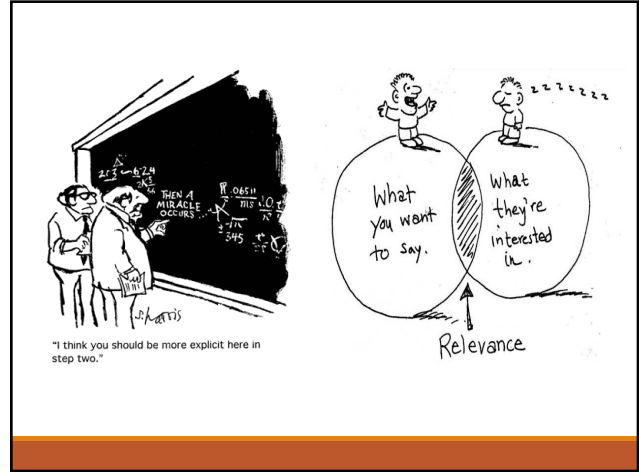


Communication Finding



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.



Explain...

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



Accounting or Counting

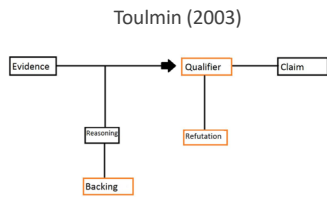
In a piece in *Change*, Lee Shulman (2007) posits that accounting is a form of narrative, and argues that counting without narrative is meaningless.

The role of an institution is to give an account on the contribution to the education of its students.

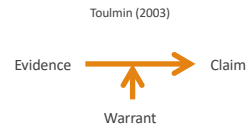
But, we rarely provide info to make a compelling narrative – we tell data and process stories



The Why: Argumentation

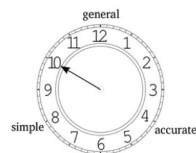


But...



For instance...

“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).



Evidence-Based Storytelling

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



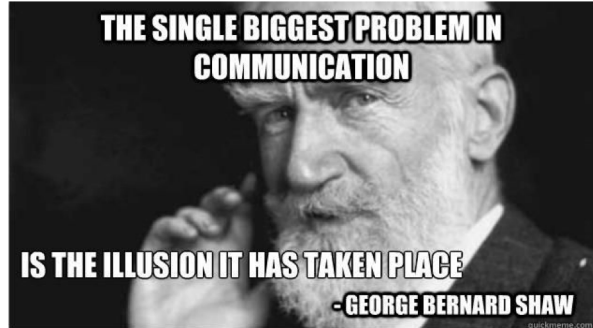
We need context and a story, because evidence gives stories substance, but stories give evidence meaning.

Assessment as part of our story

Makela and Rooney (2012) write of telling a story – that assessment “is essentially a process of telling a story about our people, programs, and services” that are told to many different people, in many different ways, with many different foci. They argue that the “storyline surrounding an assessment ultimately aims to include enough evidence to make well-reasoned assertions...” (p. 2)

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Questions

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