Assessment and Achievement Gaps

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Our Time Together

Equity-Minded Design Issues and Mapping

Considerations of Equity When Making Changes

Role of Assignments and Assessment for Achievement
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 IMPRESSION
Student Onboarding Akin to “Chutes and Ladders”
Uncommon Persistence and College Navigation Skills Needed

Legend
- Time Required
- Location

Even the Early Bird Applicant Encounters Delays and Difficulties

Start

EAB Community College Executive Forum

Learn More eab.com
Not As Easy As One-Two-Three
For Students, Onboarding Is a Complex Web of Services

Administration's Perspective
College administrators and staff often see intake and orientation as a linear path from application to enrollment. A series of subprocesses comprise the onboarding process, from application to advising and financial aid, to enrollment. However, students experience anything but a simple process.

Student's Experience
Students enter into a highly distributed and multi-step application, orientation, and enrollment process. To troubleshoot, most students make frequent trips to campus; this defines their experience. While on campus, students often do not know the right questions to ask, which leads to key information being missed.

Legend
- Process
- Location

Consequences
- Weak Sense of Goals
- Underplaced in Courses
- Poor-Fit Schedule
- Delayed Financial Aid

Learn More
EAB.com

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The Singapore education system aims to help our students discover their talents, realise their potential, and develop a passion for learning that lasts through life.

This infographic provides an overview of the Singapore education landscape.

**PRIMARY**
- 6 years
- 7-12 years old

**SECONDARY**
- 4-5 years
- 13-16 years old

- Integrated Programme (IP)
- Specialised Independent Schools
- Special Education School
- Express Programme
- Normal (Academic) (N(A))
- Specialised Schools

**POST SECONDARY**
- 1-6 years
- 17-22 years old

- GCE 'O' Level
- GCE 'N(A)' Level
- GCE 'N(T)' Level
- Polytechnic Foundation
- Normal (Technical) (NTI)
- Alternative Qualifications

- Junior Colleges/Centralised Institute
- Polytechnics
- Institute of Technical Education
- Universities
- 'A' Levels
- Continuing Education and Training (CET)
START 1/24/97
BORN
MOM
COACHES
SPECIAL OLYMPICS
JR HIGH 11-18
• QUARTET
• SOCCER
• RELATIONSHIPS
15-18
• HIGH SCHOOL
• ROYAL UP
• SOCCER
• MRS. PURSLEY (ENGLISH)

WELCOME TO REAL LIFE
• STUDENT TAUGHT
• 60 JOB
• COACHING SOCCER
• FEDEX

TEIGEN (10)
LIAM (5)

MADRE
PHD/ED. DROPOUT

KENT PHOENIX
MATTSON
DECATHLON
TRUMAN-P

FEDER

MENTORS
JILL, DIONNE, TUCKER, SPENCER, BRESSLE, LYLE & ON.

COMPETITIVE SPIRIT
• TEACHER
• 1.8 GPA (1ST QTR)
• PLAYED SOCCER

EVERY\END\L

BRIGHT MONROE

IDENTITY

(1)
(2)
Design and Mapping
Current Activity

77% of institutions are currently involved in mapping curriculum

62% facilitating faculty work on the design of aligned assignments
Institutional or Program Improvement Model
Assess, Intervene, Reassess
Student Learning Improvement
Assessment as a Process...

Is trying to get us to think intentionally about our learning design
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 measureable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons
- Quantitative or numerical
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
- “90% of programs reporting”
ACCREDITATION/PROGRAM REVIEW

Submit Reports

Write Outcomes

Identify Assessments

Package Results

Gather Results
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
Strategize New Student Success Plans

Name Expectations for Learning

Determine Extent of Learning

Communicate Expectations to Learners

Collect Student Work

IMPROVEMENT
Are students even aware?

Student focus groups reveal that most students are not even aware they are being assessed. But upon learning about assessment...wish they had been told about it earlier.
Transparency

Awareness of Learning Outcome Statements

Adult learners particularly need to know the connection points to meaningfully engage
Involving students
Involving students

Assessment is not something we do to students it is something we do with students.
Equity Conversation Overview

The signals we send through our assessments can reinforce or hinder sense of belonging

We know that in other areas of the institution, support needs differ by student populations

We don’t talk about it in assessment
Limiting Demonstrations

There is an assumption at play within the field of assessment that while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count. For instance, in a specific course different approaches may be used to engage students in the material, but demonstration of a students’ knowledge, skills, and abilities are done uniformly in the same assignment or approach—so while there may be multiple approaches and methods used across a program or institution for assessing student learning, at each instance of demonstration a single approach is employed.
What does good assessment look like for us here?

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

“I think you should be more explicit here in step two.”
But...

Toulmin (2003)

Evidence → Warrant → Claim
Causal Statements

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

Institutional structures and support + student = enhanced learning
Difficulty of Causal Statements

Mobility of students
Untracked changes
Changes in courses add up to program level change
Levels at which use occurs
Longer than a year cycle
Loosely coupled relationships
Life
Theories of Change

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

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

Coverage and content

Opportunities and support

Intentional, coherent, aligned pathways

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

Predictive analytic models caveat (car blinkers...) (norm of the ‘good’ student)

Students report: Resources are not success

What data use: career services ex.
How can this improve student learning?

By examining our assumptions:

◦ How do we think about our students?
◦ Where do we think learning occurs?
◦ What is our theory of change?

And Communicating to and with Students!
Curriculum Mapping: The Process

Focused on curriculum and program learning outcomes

Two-dimensional matrix representing courses on one axis and outcomes on the other

Faculty identify which courses address which learning outcomes

Is it an individual process or one of consensus building?

If two faculty members individually mapped the curriculum would they end up with the same map? If students mapped the curriculum would it look the same as faculty?

What is standard of alignment? Is one paper in one class enough?
Students Tracking Learning

Self report mechanisms using technology from student designed capstone projects:

1. GIS mapping of institutional learning outcomes
2. Selfies of where learning happens
3. App can indicate learning outcome attainment with demonstration attached, regardless of location
Choose your own adventure

THE CAVE OF TIME

Illustrated by Paul Granger
# Map and Crosswalk

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
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<td>Learning Outcome 2</td>
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<tr>
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<th>HIPs</th>
<th>Core</th>
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<tr>
<td>Co-curricular 1</td>
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<tr>
<td>Learning Experience 1</td>
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## Student Affairs

<table>
<thead>
<tr>
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<th>Learning Experience 2</th>
<th>Learning Experience 3</th>
<th>Learning Experience 4</th>
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<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>Exposure/Participation</td>
<td>Reinforce/Development</td>
<td>Attainment/Achievement</td>
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<tr>
<td>Learning Outcome 2</td>
<td>Reflective Assignment</td>
<td>Presentation</td>
<td>Project Development</td>
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<td>Learning Outcome 3</td>
<td>Stand alone</td>
<td>Coupled with a course</td>
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<tr>
<td>Course Type</td>
<td>Introductory Course</td>
<td>Research Methods</td>
<td>Advanced Content Course A</td>
</tr>
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<tr>
<td>Content</td>
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<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td></td>
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<tr>
<td>SLO 2: Disciplinary methods</td>
<td></td>
<td>Introduced</td>
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<tr>
<td>SLO 3: Disciplinary applications</td>
<td></td>
<td>Introduced</td>
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<tr>
<td>Critical Thinking</td>
<td></td>
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<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td></td>
<td>Introduced</td>
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<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
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<tr>
<td>Communication</td>
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<td>SLO 6: Written communication skills</td>
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<td>Introduced</td>
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<tr>
<td>SLO 7: Oral communication skills</td>
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<td>SLO 8: Disciplinary ethical standards</td>
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<td>SLO 9: Academic Integrity</td>
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<td>Project Management</td>
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<td>SLO 10: Interpersonal and team skills</td>
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<tr>
<td>SLO 11: Self-regulation and metacognitive skills</td>
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<td>Exam Questions</td>
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<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
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<tr>
<td>Critical Thinking</td>
<td>Term Paper</td>
<td>Lab Paper</td>
<td>Class Presentation</td>
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<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Annotated Bibliography</td>
<td>Term Paper</td>
<td>Lab Paper</td>
</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Reflection Essays</td>
<td>Class Presentation</td>
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<tr>
<td>Communication</td>
<td>Reflection Essays</td>
<td>Lab Paper</td>
<td>Class Presentation</td>
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<td>Lab Paper</td>
<td>Class Presentation</td>
</tr>
<tr>
<td>SLO 7: Oral communication skills</td>
<td>Lab Paper</td>
<td>Poster Session</td>
<td>Class Presentation</td>
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<tr>
<td>Integrity / Values</td>
<td>Class Assignments &amp; Exams</td>
<td>Reflective Paper</td>
<td>IRB/ACUC Proposal</td>
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<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Class Exams</td>
</tr>
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<td>SLO 9: Academic integrity</td>
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<td>Project Management</td>
<td>Peer Review of Team Skills</td>
<td>Project Client Feedback</td>
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</table>

Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>General Education Courses that support the learning outcomes</th>
<th>Major Courses</th>
<th>Activities and Experience That Provide Support (HIPs)</th>
<th>Possible Careers</th>
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<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>General education courses that address specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Ccocurricular elements that support specific outcomes</td>
<td>Possible career paths related to the map</td>
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<td>Learning Outcome 2</td>
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<tr>
<td>Learning Outcomes</td>
<td>Prior Learning</td>
<td>Courses</td>
<td>Other Required Courses, Recommended Electives</td>
<td>Activities and Experience That Provide Support</td>
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<tr>
<td>Learning Outcome 1</td>
<td>Prior learning that is accepted in relation to specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Other courses that support and reinforce specific outcomes</td>
<td>Curoricular elements that support specific outcomes</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
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</table>


Alignment

How do you ensure alignment between our assignments and a given learning outcome for a learning experience?

How much is “enough” to be placed in a map?

Does it need to be tightly aligned or loosely aligned?
Alignment

General Ed
Programs
Courses
Assignments
Employment

Employment
Assignments
Courses
General Ed
Programs
Selective Attention Test

**Instructions**
Count how many times the players wearing white pass the basketball.
With whom do you share learning journey maps?

Advising?
Students?
Faculty?
Support services?
Others?
Mapping Toolkit

Curriculum Mapping Toolkit

The curriculum mapping toolkit is focused on mapping learning in the variety of places it occurs including within a program, across general education, throughout the institution, and in the co-curriculum. The mapping toolkit provides resources for community colleges, certification programs, and learning experiences that may not be deemed a program per se along with tools for four-year institutions. Including a framing document and connections to the assignment library efforts, the toolkit provides a variety of examples on how to approach, frame, and engage in mapping learning as well as templates for different maps.

The toolkit provides tools, materials, and resources that can be borrowed and adapted to local and regional circumstances. We invite you to share with us additional examples, materials, resources, and modifications of the toolkit to add to this resource. If you have examples, please send them to nilos@education.illinois.edu

Mapping Learning: A Toolkit of Resources

Institutional example of **general education assessment mapping** from the Oregon Institute of Technology and California State University - San Bernardino.
Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in integrated learning opportunities over time for students to apply and practice as well as transfer their knowledge and skills through assignments, in and out of courses.
The NILOA Initiative

An **online library** of high-quality peer-endorsed assignments linked to specific learning outcomes.

Designed by faculty, part of the intellectual work they already do, course embedded.

“Charrette” model

Small group, peer review process
What’s a “charrette”? 

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to an intense creative effort in a limited time period.
(a) In the tradition of the “atelier,” architecture students progress through the curriculum in the company of their mentors and peers. This approach offers an interesting model for an integrated education.

(b) The tradition rests on the assumption that much of your learning will come from one another.
Small Group Process

25 minute segments per person/assignment

➢ Present assignment briefly—which outcomes, what course, which students, how does it work....

➢ Discussion with group (focus on questions on feedback form)

➢ Save 5 minutes for written feedback

➢ Breath

➢ Start again...

➢ Debrief at end

---

**Assignment-Design Charrette Process:**

In groups of 5, each person/team will have an opportunity to share their assignment and receive suggestions and feedback from the group. In order for everyone to have an opportunity to give and receive feedback, we will use a timed carousel process. There will be five rounds. You will be a “presenter” for one round and a “participant” for the other four rounds.

Each round is 25 minutes.

**Introduce assignment (5 min):**

Presenters will introduce the assignment and provide background information such as:
- In what course the assignment is used, at what point in the course,
- Pertinent information about the students in the course (majors vs. non-majors), what they find most challenging about the assignment,
- How it builds on earlier work and/or prepares students for more advanced work in later courses (or success beyond graduation), your experience with the assignment to date, how you hope to strengthen it, and what kinds of feedback and suggestions you would like from others.

Listeners: jot down thoughts and questions but please do not interrupt the presenter, let them have their full five minutes.

**Discussion (15 min):**

Listeners will respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. The purpose of the discussion is to help your colleague strengthen their assignment so please be constructive and collegial. Also, please mind the time and allow each participant the opportunity to contribute to the discussion. Discussion should address the four questions on the feedback sheet.

Presenters: listen carefully and respond to the inquiries. Think about alignment, but also think creatively about possible solutions.

**Feedback (5 min):**

Everyone: Based on the discussion, use the feedback form to give the presenter written feedback and suggestions. The presenter can use this time to write down notes about the assignment, based on what they just heard, along with outlining next steps for revision or additional feedback.
Assignment-Design Charrette Feedback Sheet:

Assignment

Comments From

1. What learning outcomes do you think students will be able to demonstrate with this assignment? How does it need to be modified to better align with the outcomes of interest?

2. What are the main strengths of this assignment for assessing the identified outcomes?

3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?

4. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?

5. Other suggestions and possibilities — especially in response to the author’s questions about improving the assignment?
Resources: Toolkit

http://www.learningoutcomeassessment.org/assignmenttoolkit.html
Assignments as Assessment

- Scaffolding Learning
- Learning Outcomes
- Evaluative Criteria
Alignment and fitness of method occur in relation to the verbs identified in the learning outcome statement.

In your own assignment – what are you asking students to actually do or demonstrate?
How assignments connect
Program View

General Education

Major

Assignment

- Scaffolding Learning
- Learning Outcomes
- Evaluative Criteria
Don’t have to use Bloom’s
A) Verbs describing student acquisition and preparation of tools, materials, and texts of various types (including digital and archival):

- access, acquire, collect, accumulate, extract, gather, locate, obtain, retrieve

B) Verbs indicating what students do to certify information, materials, texts, etc.

- cite, document, record, reference, source (v)

C) Verbs indicating the modes of student characterization of the objects of knowledge or materials of production, performance, exhibit

- categorize, classify, define, describe, determine, frame, identify, prioritize, specify

D) Verbs describing what students do in processing data and allied information

- calculate, determine, estimate, manipulate, measure, solve, test

D1) Verbs further describing the ways in which students format data, information, materials

- arrange, assemble, collate, organize, sort

E) Verbs describing what students do in explaining a position, creation, set of observations, or a text

- articulate, clarify, explicate, illustrate, interpret, outline, translate, elaborate, elucidate

F) Verbs falling under the cognitive activities we group under “analyze”

- compare, contrast, differentiate, distinguish, formulate, map, match, equate

G) Verbs describing what students do when they “inquire”

- examine, experiment, explore, hypothesize, investigate, research, test

H) Verbs describing what students do when they combine ideas, materials, observations

- assimilate, consolidate, merge, connect, integrate, link, synthesize, summarize

I) Verbs that describe what students do in various forms of “making”

- build, compose, construct, craft, create, design, develop, generate, model, shape, simulate

J) Verbs that describe the various ways in which students utilize the materials of learning

- apply, carry out, conduct, demonstrate, employ, implement, perform, produce, use

K) Verbs that describe various executive functions students perform

- operate, administer, control, coordinate, engage, lead, maintain, manage, navigate, optimize, plan
Transparency in Assignments

Transparency in Teaching and Learning: https://www.unlv.edu/provost/teachingandlearning

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?)

Annotated examples of successful work
(What’s good about these examples? Use the checklist to identify the successful parts.)
Rubrics

Do we share our rubrics or criteria with students and actively engage them in the review process?

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Student Evaluation</th>
<th>Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Content</td>
<td>Stipulate why gave score did</td>
<td>Faculty stipulate why gave score did</td>
</tr>
<tr>
<td></td>
<td>Stipulate what they need to do to advance</td>
<td>Targeted feedback to improve</td>
</tr>
</tbody>
</table>
Timing and Placement of Assignments

Do we consider student movement through curriculum in terms of the placement and levels of assignments?

WAC story
Questions and discussion

Email: niloa@education.illinois.edu

http://www.learningoutcomesassessment.org
www.assignmentlibrary.org
www.degreeprofile.org