

Assessing and Improving Engaged Learning Opportunities

Franklin College

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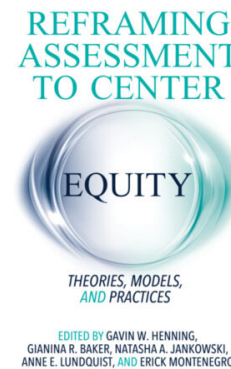
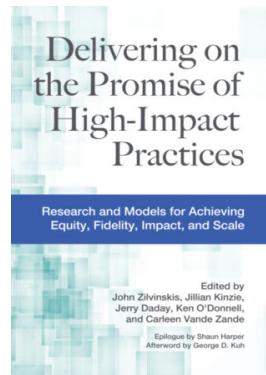
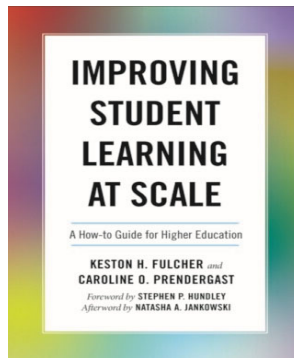
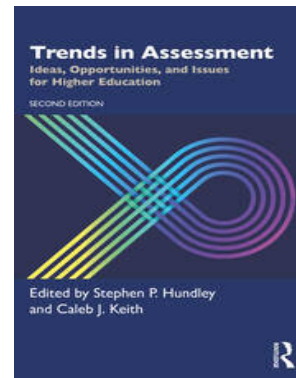
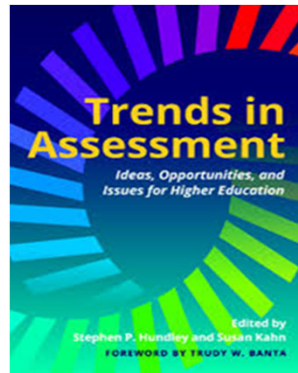
Chair, Assessment Institute in Indianapolis

Executive Editor, *Assessment Update*

Host, *Leading Improvements in Higher Education* Podcast



Some Resources Informing Today's Session



Learning Goals for Our Time Together

Upon conclusion of this session, you should be able to:

- Explain the importance of assessment and improvement in higher education
- Demonstrate the fundamental principles of assessment and improvement
- Recognize the design and assessment characteristics associated with engaged learning

Initial Discussion

- What is assessment and why is it important to our work?

Definition/Purpose of Assessment

- **Systematic analysis of *credible evidence* involving:**
 - Resources (faculty, students, facilities, budgets, etc.)
 - Processes (curriculum, teaching, instructional technology, services, etc.)
 - Outcomes (learning, program effectiveness, institutional effectiveness, etc.)
- **To improve:**
 - Institution-level instruction
 - Program-level instruction
 - Course- and activity-level instruction
 - Assignment-level instruction
 - Services and experiences in higher education

Significance of Assessment Higher Education

- Concerns expressed by a variety of stakeholders:
 - Cost of college and loan default rates
 - Evidence of graduates' salaries
 - Employer and societal expectations of graduates
 - Return-on-investment of a college degree
- What students can know/do to do upon completion of... (“altitude of learning”)



IUPUI

CONCEPTUAL LEARNING FRAMEWORK

WE PREPARE GRADUATES FOR THESE TYPES OF BROAD ROLES & CONTEXTS:

DEMONSTRATING CIVIC-MINDEDNESS • FINDING EMPLOYMENT • ENGAGING IN LIFELONG LEARNING
PURSUING GRADUATE & PROFESSIONAL EDUCATION • THRIVING IN A DIVERSE & GLOBAL WORLD
REMAINING CONNECTED TO US AS ALUMNI



STUDENT LEARNING OUTCOMES (SLOs): CASCADED & ALIGNED THROUGHOUT IUPUI



INSTITUTIONAL LEVEL SLOs

Profiles of Learning for Undergraduate Success



PROGRAM LEVEL SLOs

Individual degree program learning goals



COURSE & ACTIVITY LEVEL SLOs

Academic, experiential, community, global, & co-curricular learning (with on & off campus partners)



ASSIGNMENT LEVEL SLOs

Specific interventions & assessments to implement & support the above SLOs

FOUNDATIONS OF SUPPORT: IUPUI RESOURCES FOR OUR LEARNING-CENTRIC CULTURE

OFFICES & COMMITTEES

- Academic Affairs
- Student Affairs
- Academic Units
- PRAC
- CTL
- PAII
- IEL
- SEC
- IRDS
- UAC
- DUE
- OCE

IUPUI MISSION, VISION, VALUES, & STRATEGIC PLAN

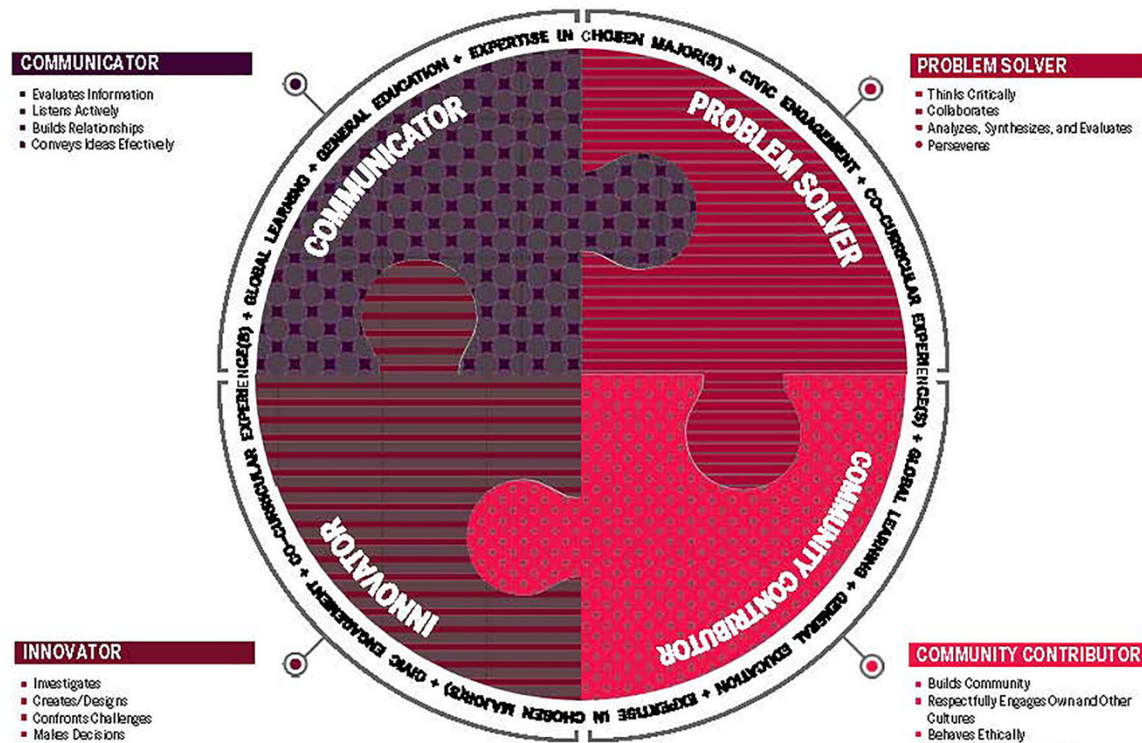
PROCESSES & TOOLS

- Degree Proposals
- Gen Ed Review Process
- Program Reviews
- Strategic Plan Reports
- PRAC Reports
- Accreditation Activities
- Canvas (LMS)
- The Record
- ePortfolios
- Degree Maps
- Degree Audits
- Transcripts

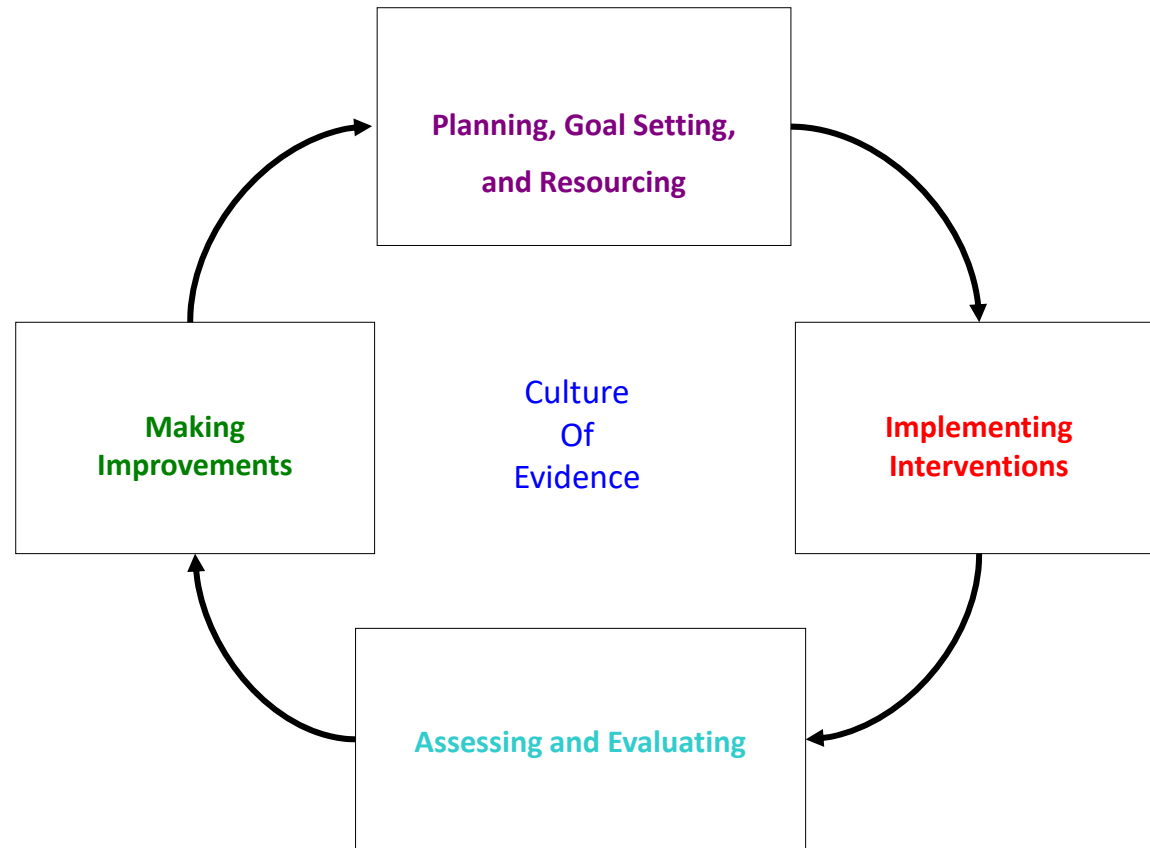


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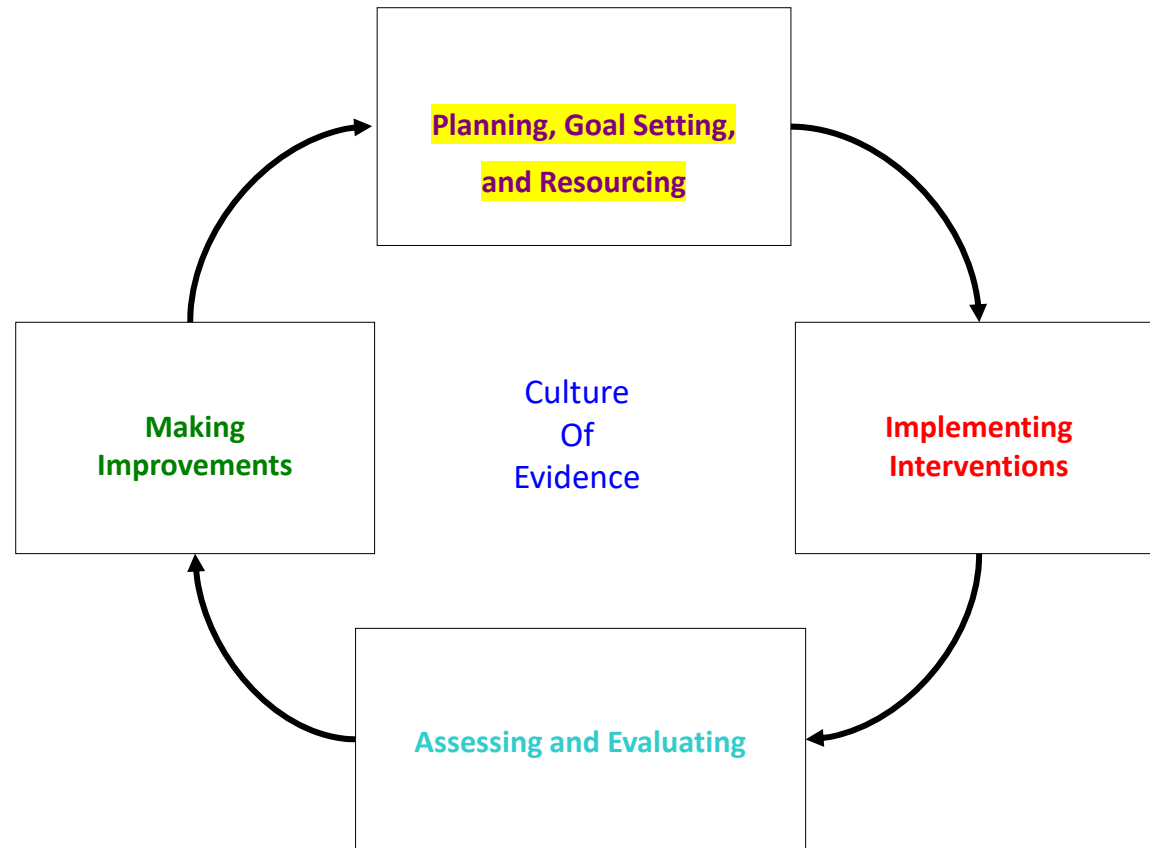
Profiles of Learning for Undergraduate Success



Process for Promoting a Culture of Evidence



Process for Promoting a Culture of Evidence



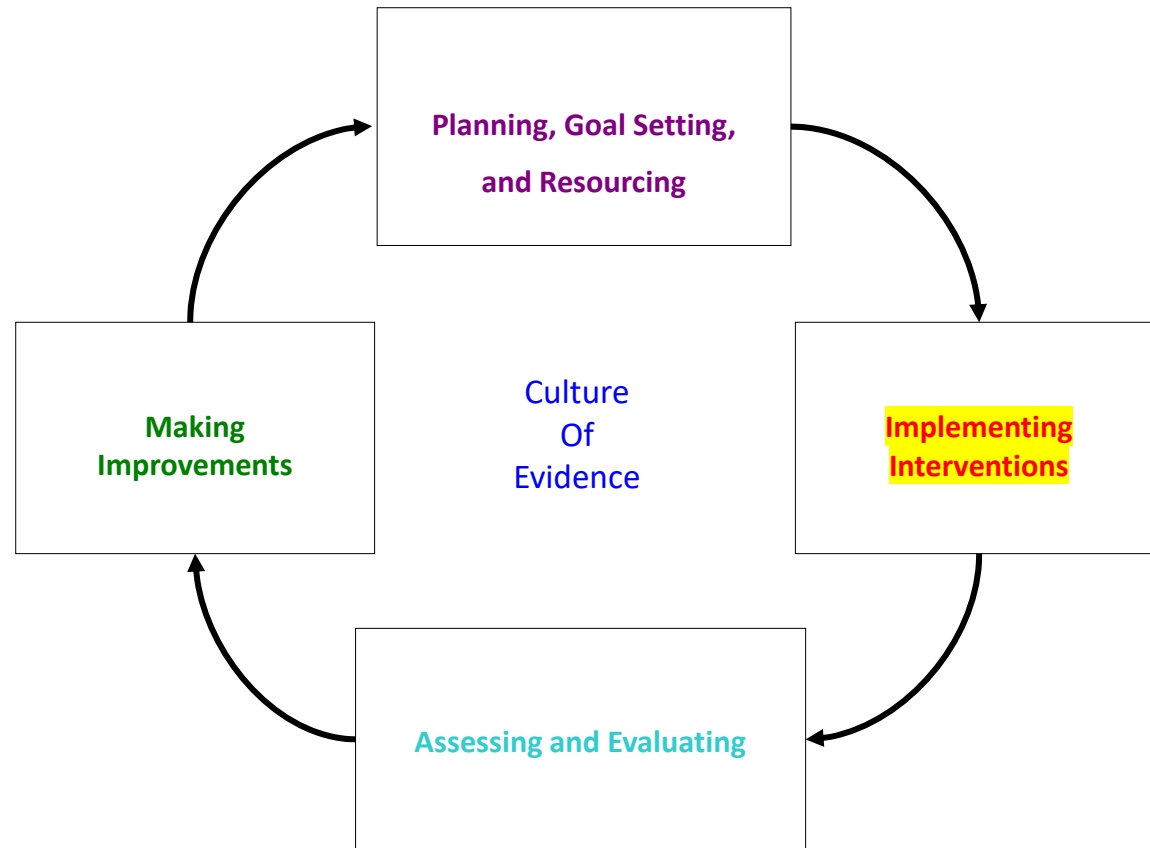
Planning, Goal Setting, and Resourcing

- Use mission/vision/values statements and strategic/academic plans to inform goals for student learning and success across altitudes and contexts
- Develop/revise learning goals to articulate what students should know/do as a result of completing a program/course/assignment/experience
- Use a program curriculum map to identify where learning goals get introduced, reinforced, and assessed, including an assessment schedule
- Secure and (re)allocate resources to support plans and goals

Example Program-Level Curriculum and Assessment Map (Organizational Leadership)

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
100		X	X			X	
252		X			X		X
263	X		X	X			
274	X	X				X	
327	XX		XX		XX		XX
390		XX	XXX	XX			XXX
410	XX	XXX	XXX		XX	XX	XXX
490	XXX	XX		XXX	XXX	XXX	

Process for Promoting a Culture of Evidence



Implementing Evidence-Informed Interventions

- Implement goals for learning using evidence-informed interventions
- Interventions can come from:
 - Faculty, staff, and subject matter experts locally
 - Disciplinary or professional standards
 - Trends in higher education
- Review of the literature:
 - Scholarship of Teaching and Learning
 - Discipline-Based Educational Research

Implementing Evidence-Informed Interventions

- Importance of assignment design in implementing interventions
 - Transparency in Learning and Teaching (TiLT):
 - *Purpose*: skills, knowledge, and long-term relevance
 - *Task*: what to do, how to do it, and steps to follow/avoid
 - *Criteria*: checklist/rubrics in advance with real-world work samples
 - National Institute for Learning Outcomes Assessment (NILOA) promotes using Assignment Charettes to align assignments to learning outcomes
 - High-Impact Practices (HIPs in the States) to promote student engagement

Student Engagement Through High-Impact Practices (HIPs)

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning and Community-Based Learning
9. Internships
10. Capstone Courses and Projects
11. ePortfolios

Student Engagement Through High-Impact Practices (HIPs)

- Design Elements of HIPs:
 - Performance **expectations** set at appropriately high levels
 - Significant **investment of concentrated effort by students** over an extended period of time
 - **Interactions** with faculty and peers about substantive matters
 - **Experiences with diversity**, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

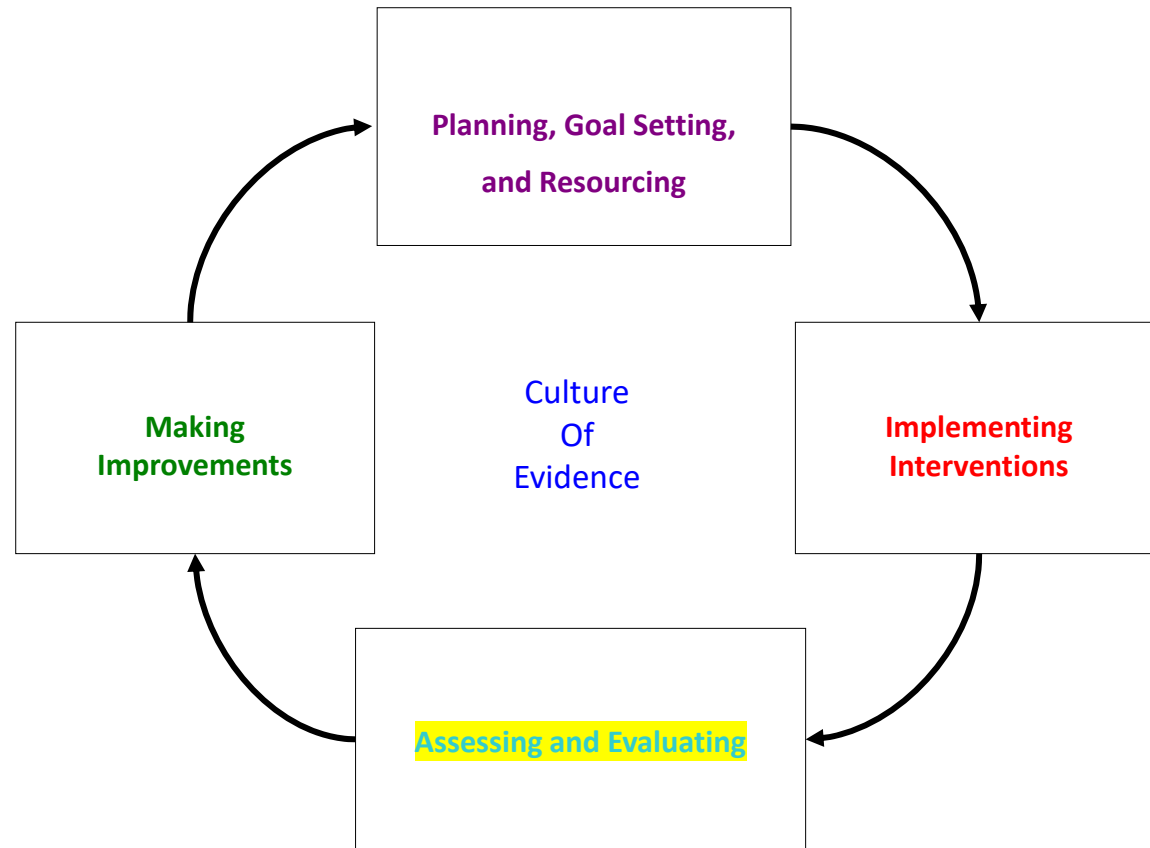
Student Engagement Through High-Impact Practices (HIPs)

- Design Elements of HIPs
 - Frequent, timely, and constructive **feedback**
 - Opportunities to discover **relevance of learning** through real-world applications
 - **Public demonstration of competence**
 - Periodic, structured opportunities to **reflect and integrate learning**
 - **Making a difference** for others
 - **Agency and accomplishment**

Student Engagement Through High-Impact Practices (HIPs)

- Issues Related to HIPs:
 - Advancing Equity
 - Assuring Fidelity
 - Achieving Scale
 - Assessing and Evaluating Outcomes

Process for Promoting a Culture of Evidence



Assessing and Evaluating Outcomes

- Assessment=“taking stock” and Evaluation=“applying professional judgment”
- Assessment tends to focus on group or cohort performance
 - Understanding strengths and weaknesses
 - Identifying trends over time
 - Collaborating across courses, programs, and the institution
 - Using results to guide ongoing improvements
- Grading tends to focus on the individual student receiving feedback from an individual instructor in a specific context

Assessing and Evaluating Outcomes

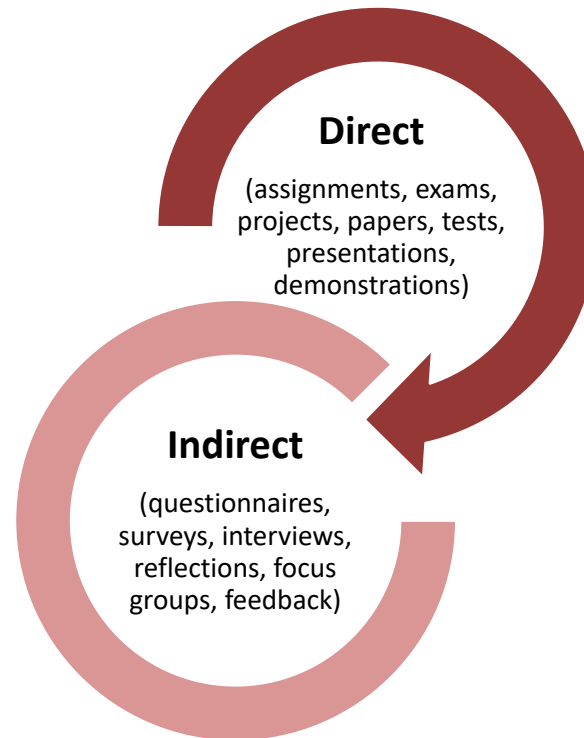
- Assessment measures need to be **relevant** to learning goals
- Assessment methods and often employ a blend of :
 - **Direct** evidence of learning
 - **Indirect** evidence of learning
 - **Quantitative** sources
 - **Qualitative** sources

The next slide represents some of these student learning measures

Student Learning Measures

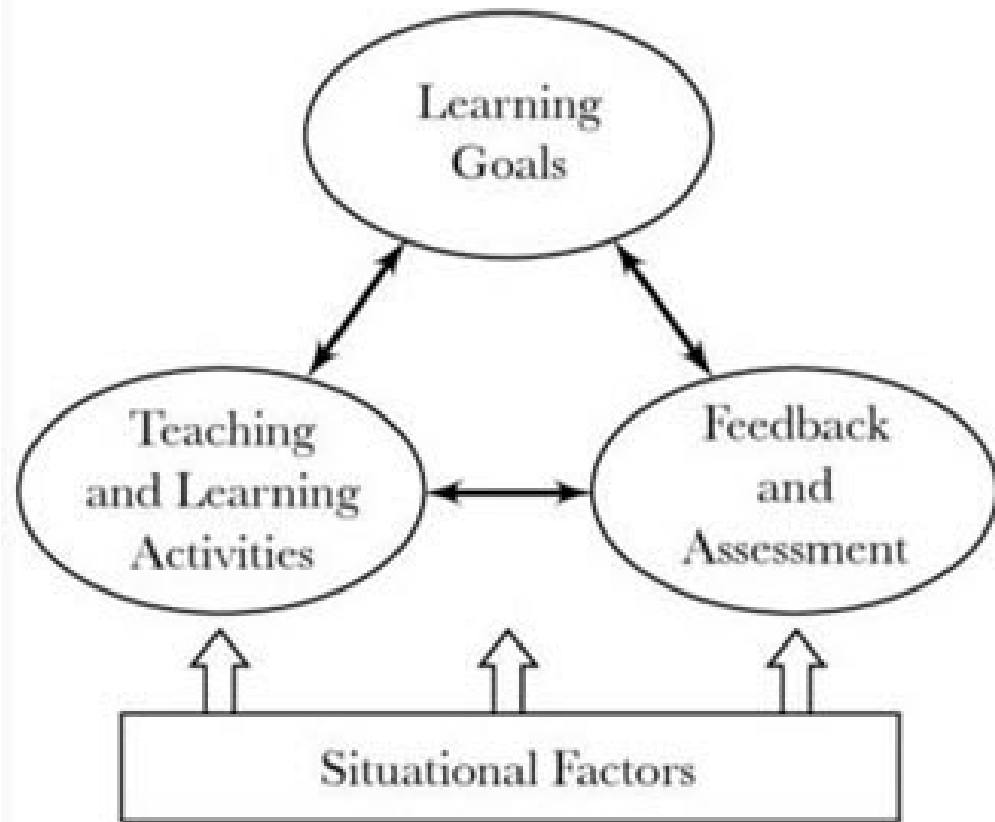
Relevant, Direct, Indirect, Quantitative, and Qualitative

Often these are Authentic and Embedded and reflected in Assessment Plans



Direct Assessment of Engaged Learning

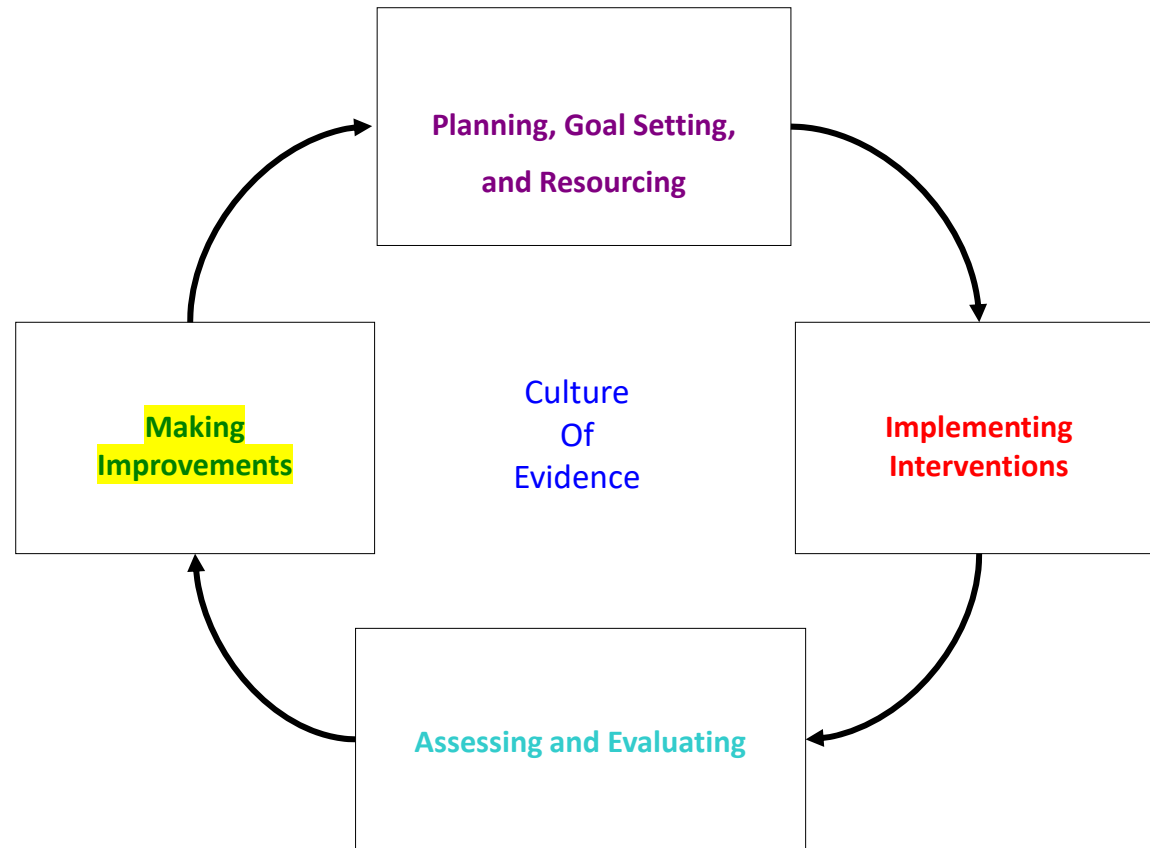
Dee Fink (2003), [Creating Significant Learning Experiences](#): An Integrated Approach to Designing College Courses



Direct Assessment of Engaged Learning

- Form an assessment workgroup
- Determine learning goals or outcome(s)
- Develop common reflection prompts for students to embedded experiences
 - Undergraduate Research, Civic Engagement, Internships, Leadership
- Identify rubrics for assessment
 - Possibility: AAC&U VALUE Rubrics
 - <https://www.aacu.org/initiatives/value-initiative/value-rubrics>
- Gather artifacts of learning
- Calibration exercise, score, compare, and reach agreement
- Report, disseminate, discuss, and identify steps for making improvements
 - <https://getengaged.iupui.edu/faculty-and-staff/assessment/index.html>

Process for Promoting a Culture of Evidence



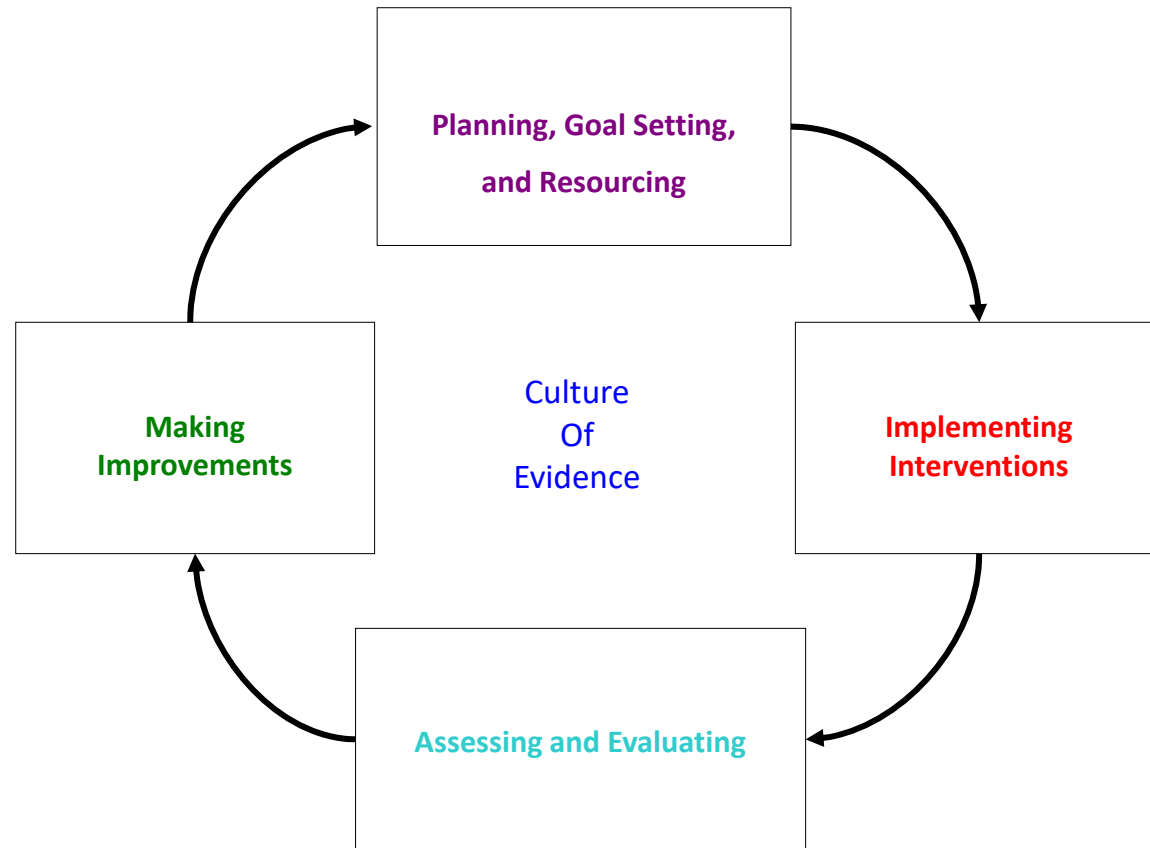
Making Ongoing Improvements

- Reporting to internal constituents
- Demonstrating accountability to external stakeholders
- Proposing improvement initiatives based on assessment findings
- Improving instructional contexts (programs, courses, services, etc.) and assessment methods
- Using results of improvement to inform subsequent planning and budgeting processes (a recursive cycle promoting a culture of evidence)

Reporting Assessment Outcomes: 4 Key Questions

1. What did you do? (**process**)
2. What did you learn from it? (**assessment results**)
3. What changes did you make as a result of your findings? (**improvement**)
4. What were the results of those changes? (**closing the loop**)

Process for Promoting a Culture of Evidence



Summary

- Defining assessment, including its significance and contexts
- Setting goals for learning at multiple levels and resourcing those goals
- Designing evidence-informed interventions to achieve learning goals
- Assessing student learning outcomes using credible evidence that is relevant and uses direct, indirect, quantitative, and qualitative methods
- Making judgments about assessment findings
- Using assessment findings to drive improvements on an ongoing basis

Concluding Discussion and Q&A

- What are some examples of how you are assessing engaged learning?
- What is working well? Where are there challenges?
- Q&A

Planning for the Future / Next Steps

- **As a result of our time together, individually reflect on:**
 - Actions to Start, Stop, and Continue
 - Stakeholders to Engage, Resources Needed, and Unanswered Questions
- **Zoom follow-ups (Sarah Summers will provide connection details):**
 - Wednesday, February 14, 2024: 10:00-11:00 a.m.
 - Wednesday, April 24, 2024: 11:00 a.m.-12:00 p.m.
- **Stephen Hundley's contact information:**
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