

Hot Takes on Hot Topics: Examining Assessment Trends for Betterment Opportunities

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Poll: All about you



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Agenda for Session

Equity in Assessment Theme

Co-Curricular/Student Affairs Assessment

Learning Recognition

Student Engagement in Assessment

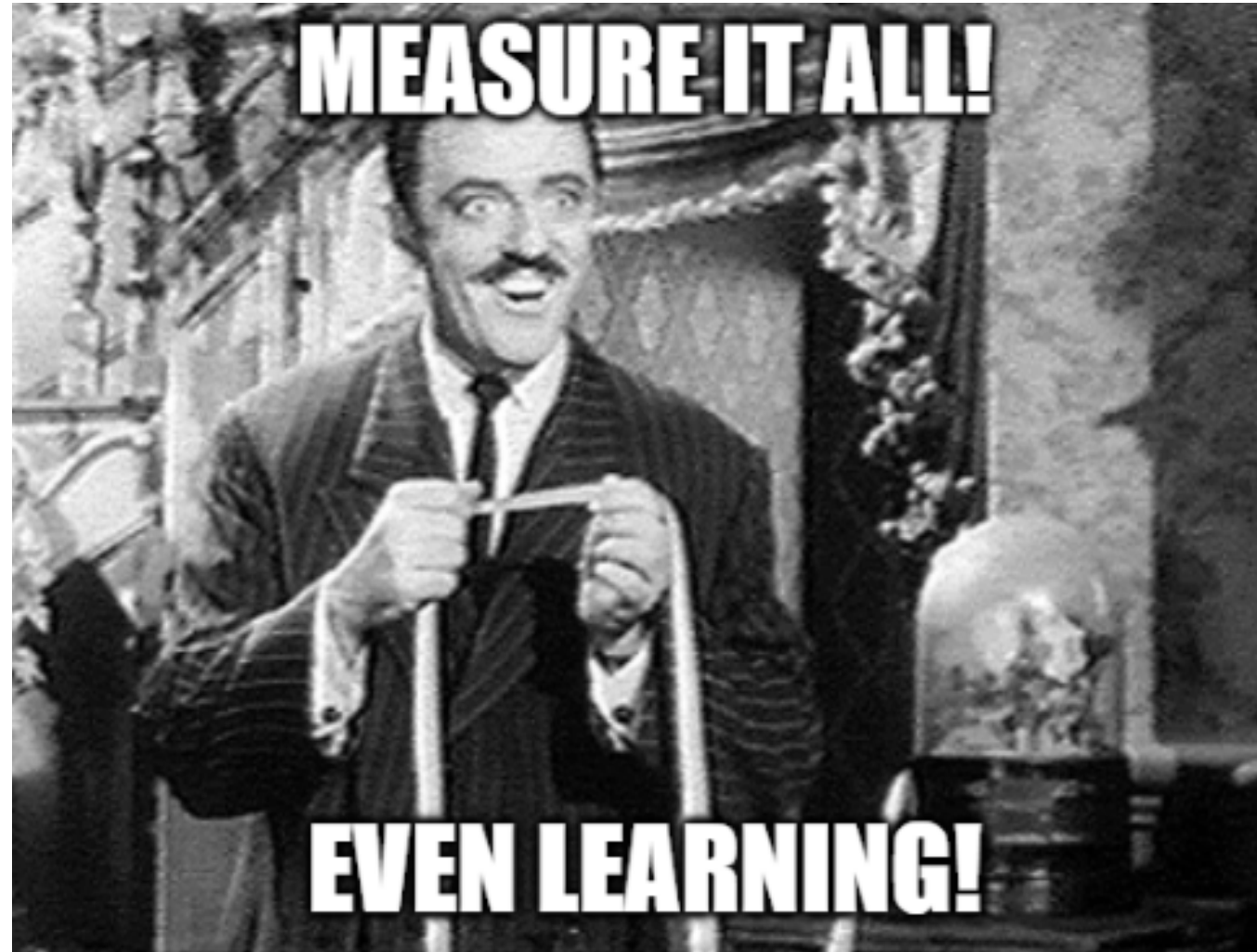
Closing/Q&A



Equity in Assessment Context

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History of Assessment



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Inequity and Injustices



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Equity & Assessment



LET'S CONNECT

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We know...

Inequity in learning achievement exists
but it doesn't have to.

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We know... (cont.)

“M
the



and
ble.”

**Don't just stand there!
Do something!**

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Existing Conversations?

Which best describes the extent specific, task or process-oriented conversations around equity, diversity, and inclusion happening in your area?

- We've been talking and continue making good progress**
- We've been talking, but struggle to do more than talk**
- We just started talking/making actionable connections**
- We just started or aren't really talking/taking action**

Assessment Connections

Principle 1: Learning begins with values



Principle 6: Use representative involvement



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Principle 7: Begin with use where people care



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Principle 8: Assessment as part of larger effort



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Principle 9: Meet responsibilities to audiences



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Which resonates with you?

Which principle best resonates with you as needed for equity or your assessment culture?

- **Principle 1: Learning begins with values**
- **Principle 6: Use representative involvement**
- **Principle 7: Begin with use where people care**
- **Principle 8: Assessment as part of larger effort**
- **Principle 9: Meet responsibilities to audiences**

Co-Curricular/Student Affairs Assessment

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Co-Curricular
Student Affairs
Student Support
Student Services

Types of Areas to Include

- Academic Advising
- Career Services
- Counseling
- Civic Engagement
- Disability Services
- Enrollment
- Financial Aid
- Honor Societies
- International Student Services
- Learning Support/Tutoring
- Library
- LGBTQ Services
- Mentoring Programs
- Multicultural Student Services
- Orientation
- Residence Life
- Student Conduct
- Student Engagement/Leadership
- TRIO
- Veteran and Military Services

Advance with Alignment

Co-Curricular Learning Outcomes Map (2020-2021)

| Key: | Academic Support - ADR CLO Rubric; Survey - Assistive Technology Survey - Testing Accommodations | Academic Support Centers CLO Rubric - Peer Tutoring | Career Services EAB Career Appointment Summary Signature Rubric - Resume Reviews Survey - Comprehensive Services | Concurrent Enrollment Survey - Credit Transfer | Counseling CLO Rubric - Counseling Appointments | Gender-based Violence Prevention D2L Quiz - Violence Prevention Training | International Student Services Interview - Graduates Survey - In-Person Orientation Quiz; Survey - Virtual Orientation | One Stop Services Survey - Virtual & In-Person Advising | Pathway Advising EAB Advising Appointment Summary Qualtrics Survey - EAP Advising Day | Student Life & Diversity CLO Rubric - Student Leadership Survey - Leadership Workshop Series | Student Rights & Responsibilities CLO Rubric - Conduct Appointments | Student Research League - Mathematics CLO Rubric - Reflective Interviews | Title III Quiz; Survey - Virtual Go2Orientation Survey - 1st Semester Sense of Belonging | TRIO Student Support Services EAB Advising Appointment Summary CLO Rubric - Individualized Success Plans |
|--|---|--|---|---|--|---|---|--|--|---|--|---|---|---|
| Community Involvement: Students will be able to build community through involvement outside the classroom. | | | | | | X | X | | | | | | X | |
| Critical Thinking: Students will be able to make informed decisions through critical thinking. | X | | X | | | X | X | X | X | | | | | X |
| Communication: Students will be able to communicate clearly in a variety of settings. | | | X | | | | | | | | | | X | |
| Navigating Processes: Students will be able to use resources to navigate processes. | X | | X | X | | | X | X | X | | | | X | X |
| Goal Setting: Students will be able to reach their goals. | | X | | | | | | | X | | | | X | X |

| | | | | | |
|---|---|--|--|---|---|
| College Learning Outcomes (CLOs) | Global Citizenship & Civic Responsibility: Students exercise civic responsibility with a global or local perspective, fostering a culture of belonging, collaboration | Creative & Critical Thinking: Student demonstrate creative and critical thinking skills through qualitative or quantitative methods. | Communication: Students demonstrate effective communication through a variety of context or modes. | Information & Technology Literacy: Students apply relevant information or technology to solve problems. | Personal Responsibility & Life Skills: Students practice personal responsibility and life skills that allow them to thrive in |
|---|---|--|--|---|---|

Build Relationships with Academics



METRICS

Published on 2021/11/16

How to Leverage Assessment and Strategic Planning for Beneficial By-Products

Joseph D. Levy | Executive Director of Assessment and Accreditation, National Louis University



modern campus | Engagement Evolved

Blog Homepage

DISCOVER PRESENCE

Five Ways to Spark Collaboration with Academics

Joe Levy | January 16, 2018



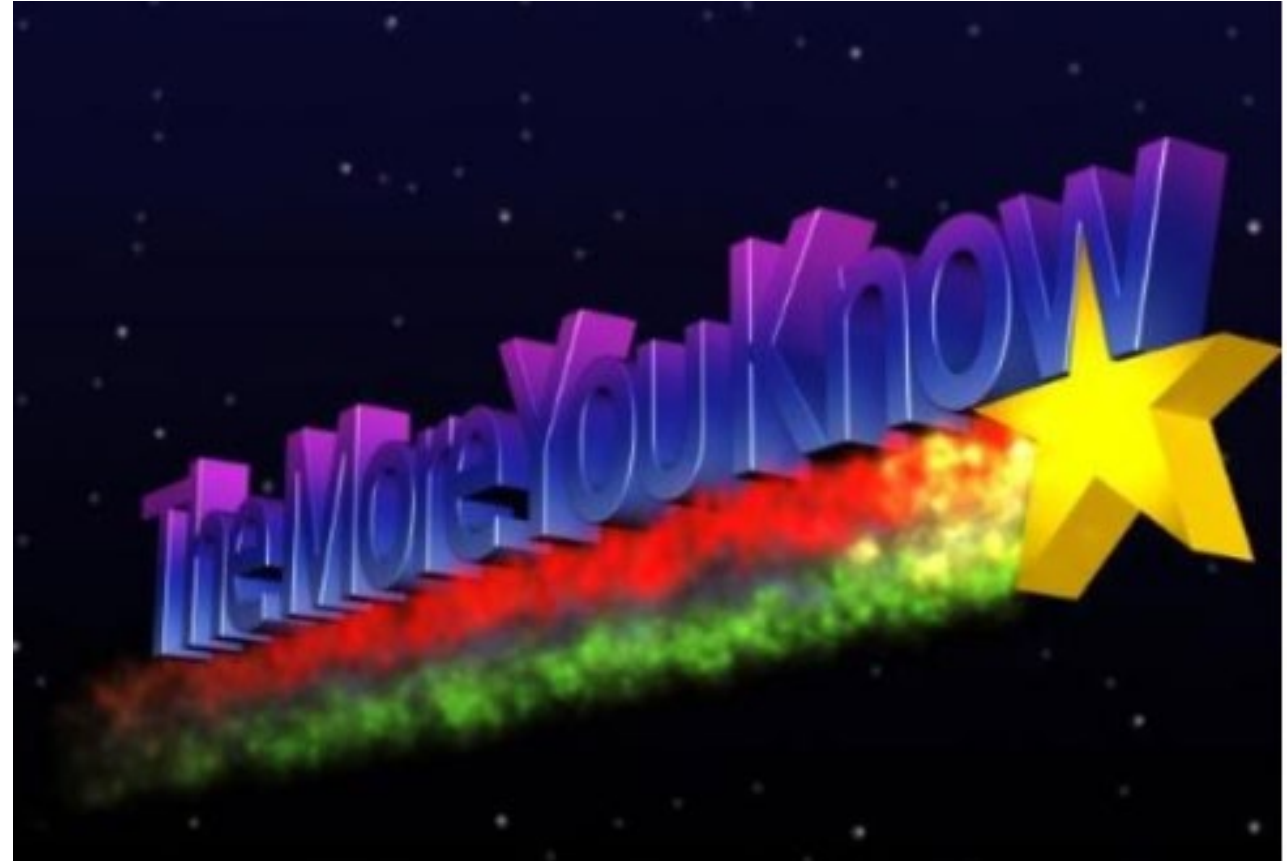
Fellow student affairs professionals, we have a problem: We're underutilizing a key population.

I'm not talking about a specific set of students, nor potential departmental partners — though there is much to say about each. I'm talking about student affairs failing to maximize opportunities to connect and engage with academics.

Despite calls for collaboration, many institutions still have major operational barriers, or communication between the two simply doesn't exist. "Divisions" become an all-too-real description of campus culture, instead of a term for organizational structure. While we know assessment can spark partnership across campus, it's beyond time we recognize all of the common goals binding institutional entities and identify opportunities to create inroads for partnerships.

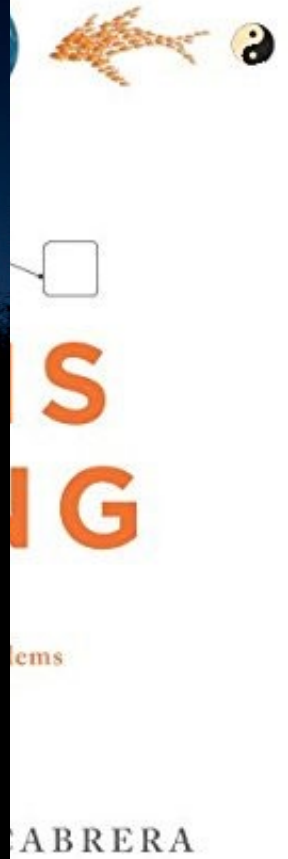
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Navigating Challenges



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Navigating Challenges



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Which best describes your institution?

Which best describes your culture of student affairs/co-curricular assessment?

- **We're just about equivalent in participation, quality, & engagement with academic assessment**
- **We have learning outcomes and some reporting, but need more action or elevate our activity**
- **We have some areas doing some data collection (not always LO-related), but have a long way to go**
- **We haven't tackled this at all – help!**

Learning Recognition

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Transfer Credit



*i*Transfer
Illinois Transfer Portal

Search *i*Transfer...



Transfer Planning

About IAI

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Transfer Credit Beyond IAI



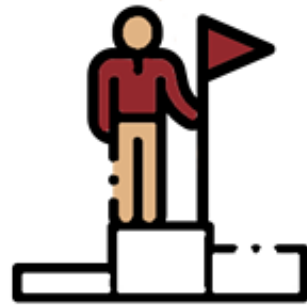
Credit for Prior Learning

How Does Credit for Prior Learning Help Your Students?



Saves students time and money

On average, adult degree earners with 12 or more CPL credits saved 9 to 14 months. Adult students who earned CPL saved \$1,500 to \$10,200 in tuition dollars.



More adults graduate & key groups benefit

Overall, adults who earn credit for prior learning are **17%** more likely to graduate than adults who do not. The CPL completion benefit is **25%** for adults at community colleges, **24%** for Hispanic adults, **13%** for Black adults, and **19%** for Pell Grant recipients.



Empowers adult students by validating them as learners

The CPL process of reflecting on past learning is often a positive experience that improves adult students' confidence in themselves as learners, research shows.

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2020 PLA/CPL Impact Study, 72 Institutions - *The PLA Boost* (CAEL and WICHE)

PLA/CPL Adult Students:

- Saved time and money in earning credentials
- Were more likely to complete credentials

*PLA/CPL effect on completion strong and positive for **all** races/ethnicities, income levels, gender, institutional settings*

However, PLA was used by ONLY about 1 in 10 adult students

And PLA usage was lowest for adult students who were:

- Black
- Lower-income
- Enrolled at community colleges

The promise of PLA/CPL to be a tool for equity is unrealized if target student populations are not receiving such credit.

2021 Research Report: Equity Paradoxes in *The PLA Boost*

How do we explain why Black and lower income students are less likely to have earned PLA/CPL credit?

- **Cost**
- **Amount/nature of outreach, marketing, support**
- **Adaptivity of institutional policies & processes**
- **Individual adult learner self-confidence**

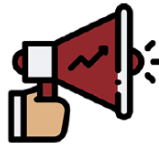
Proposed Mitigation Strategies for Institutions (1 of 2)



Prioritize equity in the design of PLA/CPL programs.



Develop financial supports for low-income students or provide PLA/CPL free of charge.



Improve PLA/CPL communications to students.



Embed PLA/CPL systemically in advising and curriculum.

Proposed Mitigation Strategies for Institutions (2 of 2)



Improve data infrastructure and analysis to understand where equity gaps exist.



Provide PLA/CPL offerings for learning that occurs in a wide range of occupations.



Scale processes for simpler PLA/CPL crosswalks between industry-developed skills and academic programs.

Credit for Prior Learning

Credit by Portfolio



Credit by Examination



Credit by Credentials



Adding Options: CPL by Credentials

- Leverage potential CPL programs and identify faculty support
- Identify courses with CPL potential in conjunction with professional credentials
- Review course learning outcomes (CLOs)
- Complete a CPL assessment tool demonstrating how the CLO's tie into the identified professional credential.
- Seek program and institutional approval (POI).
- Market and implement

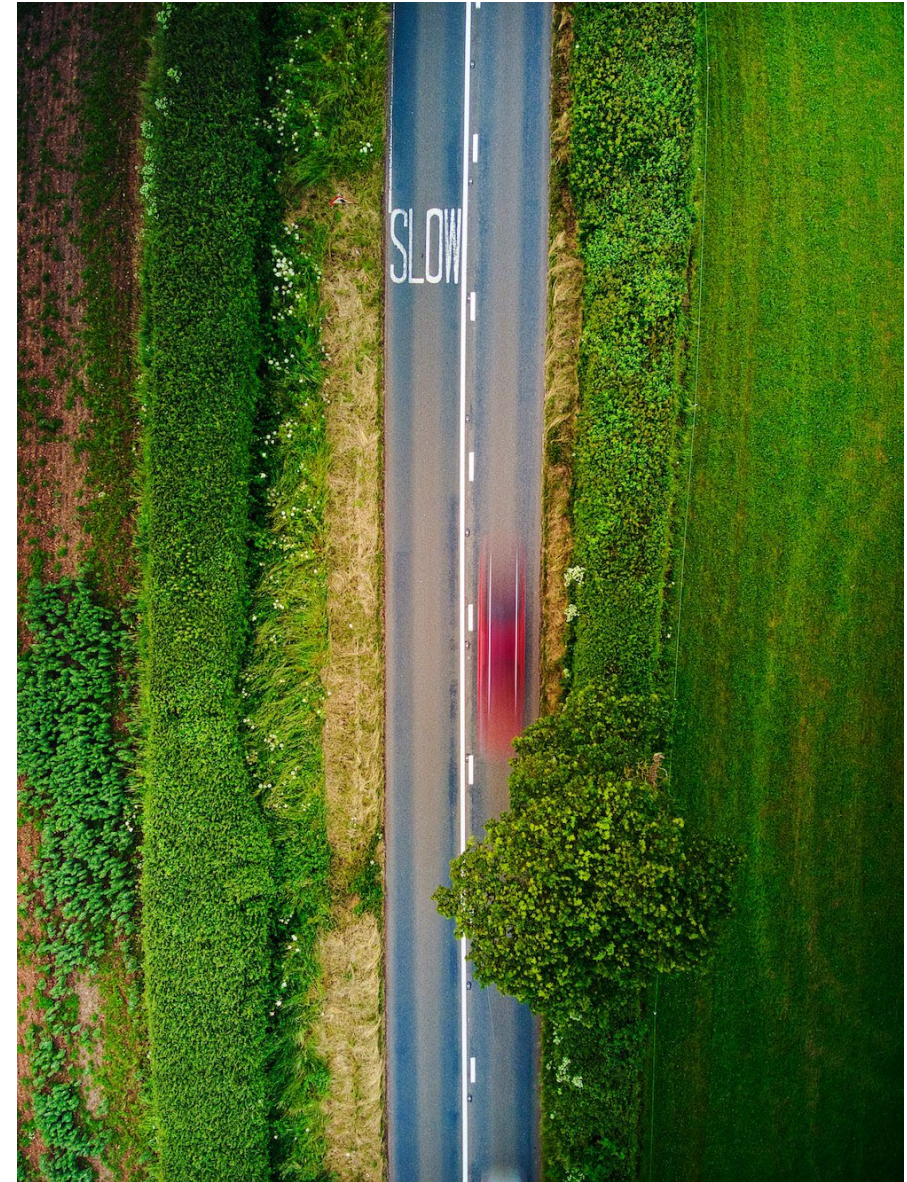
Adding Options: CPL by Portfolio

- Leverage potential CPL programs and identify faculty support
- Identify courses with CPL potential
- Identify assignments to prove course learning outcomes
- Develop methods of assessment
- Create a standardized rubric
- Determine application/documentation from student
- Seek program and institutional approval (POI)
- Marketing and implementation

Competency-Based Education



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CPL vs CBE



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Collaborative Process



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How much CPL are you doing?

Which best describes your culture of student affairs/co-curricular assessment?

- **Exams, portfolios, & credit by credential**
- **Exams and credit by credential (in large amounts)**
- **Exams and credit by credential (in limited amounts)**
- **Just placement tests/exams**
- **I have no idea!**

Student Engagement in Assessment

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Planning



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Data Collection & Reporting



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Taking Action



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Policy, Practice, & Culture Building



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What's your student engagement priority?

What will be your student engagement priority with respect to assessment?

- **Assessment Planning**
- **Data Collection and Reporting**
- **Taking Action**
- **Policy, Practice, & Culture Building**

Closing/Reflection for Application

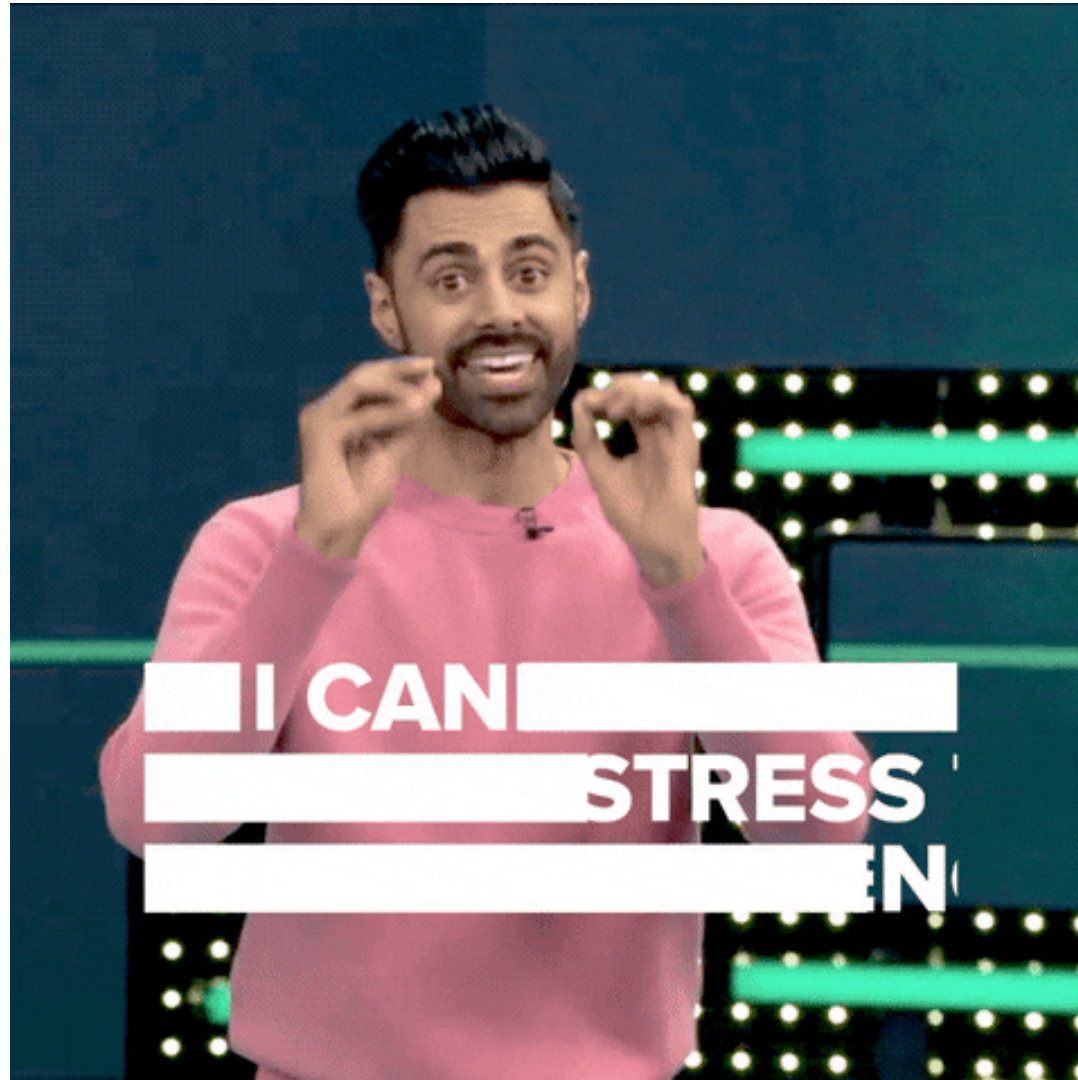
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Remember why we're here...



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Work to be done...



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Examining Power



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Change doesn't come easy...



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Consider among colleagues...

How can we elevate our co-curricular/student affairs assessment practices?

How can assessment influence student credit options and program creation?

How can we better engage students as co-creators and collaborators with assessment?

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Talk to your students!

What can we be doing to have more meaningful assessment/data collection efforts with out-of-class experiences?

How interested would you be in credit for prior learning and/or take more self-paced courses?

How would you like to be more active, engaged, and empowered in your learning experience?

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Questions?



Equity Resources

- <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>
- <https://www.joebookslevy.com/blog/how-you-can-use-assessment-to-strive-toward-equity-in-higher-education>
- <https://evollution.com/attracting-students/accessibility/equity-considerations-in-credit-for-prior-learning-and-beyond/?affiliate=cael>
- <https://www.learningoutcomesassessment.org/equity/>

Student Affairs Assessment Resources

- <https://onlinelibrary.wiley.com/doi/abs/10.1002/say.31065>
- <https://evollution.com/technology/metrics/how-to-leverage-assessment-and-strategic-planning-for-beneficial-by-products/>
- <https://drive.google.com/file/d/1ksQstiXwP51EdipgdylU7nvdenVpIJA-/view>
- <http://studentaffairsassessment.org/>

CPL & CBE Resources

- <https://evollution.com/attracting-students/accessibility/equity-considerations-in-credit-for-prior-learning-and-beyond/?affiliate=cael>
- <https://evollution.com/programming/applied-and-experiential-learning/supporting-the-adult-learner-lifecycle-through-prior-learning-assessment/>
- <https://www.cael.org/>
- <https://www.cbenetwork.org/>

Student Engagement Resources

- <https://www.joebookslevy.com/blog/9-smart-ways-to-involve-students-in-assessment-of-programs-learning>
- <https://www.joebookslevy.com/blog/center-students-in-your-work-with-these-proactive-and-reactive-strategies>
- <https://www.joebookslevy.com/blog/4-powerful-ways-to-use-outcome-maps-in-supporting-students-and-staff>

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