



**Closing the Loop in Assessment:
Examples, Strategies, and Changes**

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**“BEGIN WHERE PEOPLE ARE, NOT
WHERE YOU WANT
THEM TO BE.”**

(Public Agenda, NYC mediating agency)

faculty passionate about their courses
passionate about student success
passionate about their disciplines

**ASSESSMENT IN 2019 IS NOT LIKE
ASSESSMENT 15 YEARS AGO**

- primary focus on improvement of teaching & learning (rather than compliance)
 - faculty at the center
- addresses the learning that takes place in actual classes, with actual students, working on actual assignments
 - varied measures
- work that prepares students for nonstandard, unscripted problems and questions, helping them deal with the complex and uncertain

STARTING FACULTY CONVERSATIONS

KEY QUESTION:

**When students complete
a course, a program or a degree,
what should they know, understand,
and be able to do?**

STARTING FACULTY CONVERSATIONS

EMPHASIZE:

intentionality

making the implicit explicit

“my course” → our curriculum

**FACULTY’S
MULTIPLE ROLES**

the shift from “my course” to “our curriculum”
(the many contexts of our teaching)



course

FACULTY'S MULTIPLE ROLES
 the shift from "my course" to "our curriculum"
 (the many contexts of our teaching)



course curriculum

FACULTY'S MULTIPLE ROLES
 the shift from "my course" to "our curriculum"
 (the many contexts of our teaching)



course curriculum program

FACULTY'S MULTIPLE ROLES
 the shift from "my course" to "our curriculum"
 (the many contexts of our teaching)



course curriculum program institution

FACULTY'S MULTIPLE ROLES
 the shift from "my course" to "our curriculum"
 (the many contexts of our teaching)



course curriculum program institution state

**INTRODUCTORY COURSES:
 PERFECT PLACE TO DEMYSTIFY PROGRAMS
 AND THE HISTORY, PURPOSE, AND GOALS OF
 PROGRAMS AND GENERAL EDUCATION**

-Address students' uncertainty / confusion /
 frustration about Gen Ed

First slide in my Gen Ed history course . . .

**WHY AM I
 IN THIS
 COURSE?**

**INTRODUCTORY COURSES:
PERFECT PLACE TO DEMYSTIFY PROGRAMS
AND THE HISTORY, PURPOSE, AND GOALS OF
PROGRAMS AND GENERAL EDUCATION**

- Address students' uncertainty / confusion / frustration about Gen Ed
- Explain the reasons for Gen Ed
- Explain what a discipline *produces* for GE
- Explain what a discipline *consumes* from GE
- Explain the transferable skills students develop in YOUR course

**WORK WITH AN INCLUSIVE
NOTION OF "EDUCATORS"**

- contingent faculty
- adjuncts, part-time, post-docs*
- librarians
- academic advisors
- career counselors
- campus orientation officers
- centers of teaching and learning
- K-12 teachers and organizations

**CLARIFY INCENTIVES TO JOIN IN
THE WORK**

Recognized in tenure and promotion decisions?

Awards, honors, certificates?

Create a "no-fault" environment for pedagogical experimentation?

**HELPFUL WAYS TO EVALUATE
STUDENT WORK**

VALUE rubrics

<https://www.aacu.org/value/rubrics> (in Undergraduate Education)

(Valid Assessment of Learning in Undergraduate Education

Areas:

| | | |
|------------------------------|--------------------------------------|--------------------|
| Inquiry and Analysis | Critical Thinking | Creative Thinking |
| Teamwork | Written Communication | Oral Communication |
| Quantitative Literacy | Information Literacy | Reading |
| Integrative Learning | Problem Solving | Global Learning |
| Civic Knowledge & Engagement | Ethical Reasoning and Action | |
| | Intercultural Knowledge & Competence | |

INFORMATION LITERACY VALUE RUBRIC
for more information, please contact value@uconn.edu

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy
Evaluators are encouraged to assign a grade in any work sample or reflection of work that does not meet benchmark (but may meet performance).

| | 1 Exposure | 2 Misconceptions | 3 Benchmark |
|---|--|--|--|
| Determine the Extent of Information Needed | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) needed directly relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. |
| Access the Needed Information | Accesses information using effective, well-designed search strategies and most appropriate information resources. | Accesses information using simple search strategies and some relevant information resources. Demonstrates ability to refine search. | Accesses information randomly, reviews information that lacks relevance and quality. |
| Evaluate Information and Its Sources Critically | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (for the research topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). | Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question). |
| Use Information Effectively to Accomplish a Specific Purpose | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth. | Communicates, organizes and synthesizes information from sources. Included purpose is achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (paraphrased, taken out of context, inaccurately paraphrased, etc.) to the intended purpose or not achieved. |
| Access and Use Information Ethically and Legally | Students use correctly all of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |

**ASSESSING CO-CURRICULAR,
EXTRA-CURRICULAR, AND
STUDENT LIFE ACTIVITIES**

SEE:

<http://degreeprofile.org/resource-kit/student-affairs-and-co-curriculum/>

<https://manoa.hawaii.edu/assessment/spprog/2010pdf/2010-FYP.pdf>

http://www.learningoutcomeassessment.org/documents/Grant_assessment_in_practice.pdf

<http://www.learningoutcomeassessment.org/documents/Mapping%20Learning.pdf>

http://www.learningoutcomeassessment.org/documents/Assessment_in_Practice_Maryville2.pdf

**TALK WITH GRADUATES' EMPLOYERS:
WHAT SETS OF KNOWLEDGE AND SKILLS WILL
SERVE STUDENTS WELL IN THEIR CAREERS?**

<https://www.aacu.org/leap/public-opinion-research>

Association of American Colleges & Universities
A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

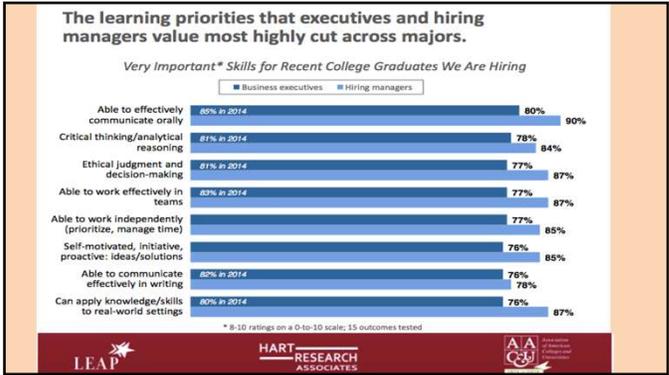
Home | About LEAP | Employer Survey & Economic Trend Research

Employer Survey & Economic Trend Research

As part of AACU's Liberal Education and America's Promise (LEAP) initiative, AACU periodically commissions national surveys and/or conducts focus groups to examine trends related to college graduates and the most important learning experiences and outcomes they need to successfully integrate the global economy.

"Falling Short? College Learning and Career Success" (January, 2015)

- Full 2015 Report (pdf)
- Summary of Findings
- PPT Slide Deck
- Employer Priorities for Most Important College Learning Outcomes



TALK WITH YOUR STUDENTS

- Did family members attend college?
- What's working well in classes?
- What's a major problem with classes?
- What's a complete mystery about higher ed?
- What's next?

BUILD LEARNING OUTCOMES AROUND ACTIVE VERBS

Key issue:

Students who complete this course / program / degree **CAN**

BUILD LEARNING OUTCOMES AROUND ACTIVE VERBS

http://learningoutcomesassessment.org/documents/Occasional_Paper_24.pdf

National Institute for Learning Outcomes Assessment
February 2015

To Imagine a Verb:
The Language and Syntax of Learning Outcomes Statements

Clifford Adelman

- "Operational" means real verbs that describe what students actually do, and that lead directly to assessment.
- "Dead end" nouns such as "appreciation," "awareness," "ability," and "critical thinking" are not part of this vocabulary.
- Why? Because they do not lead directly to assessments (assignments, exam questions, performances, projects) and, in the DQP world, **sample assessments must accompany each adopted statement of required competence!**

| Working Verb Groups Empirical Content | Levin's Analogous Verb Class (Page References) |
|---|---|
| A) Preparing (artifacts, materials, tools, texts) Access, acquire, collect, extract, gather, locate, obtain, retrieve, seek | Obtaining (142) |
| B) Delineating Categorize, characterize, classify, define, describe, determine, frame, identify, prioritize, specify | Characterizing (181) |
| C) Explicating Articulate, clarify, explain, illustrate, interpret, outline, translate | No comparable grouping found |
| D) Examining Analyze, compare, contrast, differentiate, distinguish, extract, formulate, map | Separating (165) |
| E) Inquiring Experiment, explore, hypothesize, investigate, research | Investigating (198) |
| F) Formatting Arrange, assemble, collate, organize, sort | Build Verbs (172) ¹¹ |
| G) Combining Assimilate, consolidate, connect, integrate, link, synthesize, summarize | Amalgamating (160) ¹² |

| | |
|---|--|
| H) Making Build, compose, construct, craft, create, design, develop, generate, model, shape, simulate | Create Verbs (175) |
| I) Utilizing Apply, carry out, conduct, demonstrate, employ, implement, perform, produce, show, use | Performance verbs (178) ¹³ |
| J) Operating (executive functions) Administer, control, coordinate, engage, lead, maintain, manage, navigate, optimize, plan, undertake | No comparable grouping found |
| K) Deliberating Argue, challenge, debate, defend, justify, resolve | No comparable grouping found. |
| L) Valuating Audit, appraise, assess, evaluate, judge | Verbs of Assessment (196) |
| M) Communicating Convey, display, disseminate, express, respond | No comparable grouping found |
| N) Converging (for group academic work) Collaborate, contribute, interact, negotiate, participate | "Correspond Verbs" (200) |
| O) Re-thinking Accommodate, adapt, adjust, improve, modify, refine, reflect, review | Change of state (244-245) |
| P) Certifying Cite, document, observe, record, reference, source (v) | No comparable grouping found. |
| Q) Processing Calculate, determine, estimate, manipulate, measure, solve, test | Measure verbs (272) |

| Action Verbs for the Cognitive Domain | | | | | |
|---------------------------------------|---------------|-------------|---------------|-----------|------------|
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| arrange | classify | apply | analyze | arrange | appraise |
| define | describe | choose | appraise | assemble | argue |
| delineate | discuss | demonstrate | calculate | collect | assess |
| duplicate | explain | dramatize | categorize | compose | attach |
| label | express | employ | classify | construct | choose |
| list | identify | illustrate | compare | create | compare |
| match | indicate | interpret | contrast | design | core |
| memorize | locate | operate | critique | develop | defend |
| name | recognize | practice | debate | formulate | estimate |
| order | report | schedule | diagram | manage | evaluate |
| outline | restate | show | differentiate | organize | judge |
| recall | review | sketch | discriminate | plan | measure |
| recognize | select | solve | distinguish | predict | predict |
| relate | summarize | use | examine | prepare | rate |
| repeat | tell | write | experiment | propose | revise |
| reproduce | translate | | inspect | set up | score |
| specify | | | question | write | select |
| state | | | relate | | support |
| verify | | | test | | value |

| Action Verbs for the Affective Domain | | | | |
|---------------------------------------|------------|---------------|--------------|------------------|
| Receiving | Responding | Valuing | Organization | Characterization |
| ask | answer | complete | adhere | act |
| choose | assist | describe | alter | discriminate |
| describe | comply | differentiate | arrange | display |
| follow | conform | explain | defend | influence |
| give | discuss | follow | explain | listen |
| identify | help | initiate | generalize | modify |
| name | perform | join | identify | perform |
| select | present | justify | integrate | practice |
| reply | select | read | modify | propose |
| use | tell | report | organize | quality |
| | | select | prepare | question |
| | | share | relate | serve |
| | | study | synthesize | solve |
| | | work | | use |
| | | | | verify |

HELP STUDENTS BUILD A PERSUASIVE NARRATIVE OF THEIR EDUCATIONAL EXPERIENCE

- E-PORTFOLIO work: self-reflective exercises
- THOUGHTFUL LEARNING OUTCOMES: skill based
- SAMPLE JOB INTERVIEWS
- APPLICATION LETTERS
- CONVERSATIONS WITH EMPLOYERS / HR STAFF

PROJECTS TO CONSIDER

<http://degreeprofile.org/assignment-design-work/>



assignment workshops

<http://www.learningoutcomeassessment.org/assignmenttoolkit.html>

- How is the assignment related to course goals?
- How is it related to larger program goals?
- Is the assignment clear to students?
- What do students learn from the assignment?
- Is the assignment pitched to the students' preparation and experience?
- Are the evaluation criteria clear and explicit?
- What does a good student response look like?
- Which parts of the assignment would you like to reconsider or redesign?

assignment workshops

<http://www.assignmentlibrary.org/>

- collaborative discussion of course exercises
- build on campus efforts already underway
- provides models and examples that others can learn from, adapt, borrow
- demonstrate that high-stakes, faculty-built assignments provide key information on student learning (compared to other, more distant forms of assessment)
- honors and makes visible the intellectual work of assignment design

WORK ON INTER-RATER RELIABILITY

https://www.pcc.edu/resources/academic/learning-assessment/documents/LACMtg2InterRater_Reliability.pdf

- extent to which two or more raters (evaluators / coders / examiners) agree
- addresses the consistency of evaluations
- measures producing similar results under consistent conditions have high reliability
- determined by using different statistics:
 - ex. percentage agreement

Calculation of percent agreement (fictitious data).

| Var# | Raters | | Difference |
|-----------------|--------|-------|------------|
| | Mark | Susan | |
| 1 | 1 | 1 | 0 |
| 2 | 1 | 0 | 1 |
| 3 | 1 | 1 | 0 |
| 4 | 0 | 1 | -1 |
| 5 | 1 | 1 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 1 | 1 | 0 |
| 8 | 1 | 1 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 1 | 1 | 0 |
| Number of Zeros | | | 8 |
| Number of Items | | | 10 |

Percent agreement across multiple data collectors (fictitious data).

| Var# | Raters | | | | | % Agreement |
|------------------------------|--------|-------|-----|-----|-------|-------------|
| | Mark | Susan | Tom | Ann | Joyce | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1.00 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1.00 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1.00 |
| 4 | 0 | 1 | 1 | 1 | 1 | 0.80 |
| 5 | 0 | 1 | 0 | 0 | 0 | 0.80 |
| 6 | 0 | 0 | 0 | 0 | 0 | 1.00 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1.00 |
| 8 | 1 | 1 | 1 | 1 | 0 | 0.80 |
| 9 | 0 | 0 | 0 | 0 | 0 | 1.00 |
| 10 | 1 | 1 | 0 | 0 | 1 | 0.60 |
| Study Interrater Reliability | | | | | | 0.90 |

% goal?

- Commonly defined as 0.8
- (some variation within the assessment community)
- range of 0.75 - 0.8 as desirable)

"MAP" YOUR CURRICULUM

Your major has certain learning outcomes?
 In what classes do colleagues develop those outcomes
 At what level?
 Through what exercises?

<http://www.learningoutcomesassessment.org/documents/Mapping%20Learning.pdf>

National Institute for Learning Outcomes Assessment
 Making Learning Outcomes Usable & Transparent

**Mapping Learning:
 A Toolkit of Resources**

<http://www.learningoutcomesassessment.org/documents/Mapping%20Learning.pdf>

| | Outcome 1 | Outcome 2 | Outcome 3 |
|----------|-----------|-----------|-----------|
| Course 1 | X | X | |
| Course 2 | | X | |
| Course 3 | X | | X |

Figure 1: A basic curriculum map

| | Outcome 1 | Outcome 2 | Outcome 3 |
|----------|-----------|-----------|-----------|
| Course 1 | I | | D |
| Course 2 | D | I | |
| Course 3 | M | D | M |

Figure 3: Curriculum map showing scaffolding of learning

(I) for introduced, (D) for developed, and (M) for mastered

| | Introductory Course | Research Methods | Advanced Content Course A | Laboratory/Practicum Course | Advanced Content Course B | Advanced Content Course C | Advanced Content Course D | Capstone Course |
|---|---------------------|------------------|---------------------------|-----------------------------|---------------------------|---------------------------|---------------------------|--------------------|
| Content | | | | | | | | |
| SLO 1: Disciplinary knowledge base (models and theories) | Introduced | | Reinforced | | Reinforced | Reinforced | Reinforced | Mastery / Assessed |
| SLO 2: Disciplinary methods | | Introduced | | Reinforced | | Reinforced | | Mastery / Assessed |
| SLO 3: Disciplinary applications | Introduced | | Reinforced | | Reinforced | | Reinforced | Mastery / Assessed |
| Critical Thinking | | | | | | | | |
| SLO 4: Analysis and use of evidence | | Introduced | | Reinforced | Reinforced | | Reinforced | Mastery / Assessed |
| SLO 5: Evaluation, selection, and use of sources of information | Introduced | Reinforced | | Reinforced | | Reinforced | | Mastery / Assessed |
| Communication | | | | | | | | |
| SLO 6: Written communication skills | Introduced | Reinforced | | Reinforced | | Reinforced | | Mastery / Assessed |
| SLO 7: Oral communication skills | | Introduced | Reinforced | | Reinforced | Mastery / Assessed | | |
| Integrity / Values | | | | | | | | |
| SLO 8: Disciplinary ethical standards | | Introduced | | Reinforced | Reinforced | | | Mastery / Assessed |
| SLO 9: Academic integrity | Introduced | Reinforced | Reinforced | Reinforced | | Reinforced | | Mastery / Assessed |

Center for University Teaching, Learning, and Assessment
<http://uwf.edu/cutla/>

Sample Curriculum Map (Level of Skill)

Updated: 24 January 2017

| Learning Outcomes | Prior Learning | Courses | Other Required Courses, Recommended Electives | Activities and Experience That Provide Support | Work-Based Learning Experiences | Certifications and Licensures | Possible Careers | Learner Identified |
|--------------------|--|--|--|---|---|---|--|---|
| Learning Outcome 1 | Prior learning that is accepted in relation to specific outcomes | Courses that address specific outcomes | Other courses that support and reinforce specific outcomes | Co-curricular elements that support specific outcomes | Employment and other experiences that reinforce specific outcomes | Possible certifications connected to the outcomes | Possible career paths related to the map | Elements identified by learners as supporting learning outcomes |
| Learning Outcome 2 | | | | | | | | |

VISUALIZE PATHWAYS THROUGH PROGRAMS AND DEGREES

AN EXAMPLE FROM MY OWN COLLEGE

THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

PREPARING FOR DEGREES, CAREERS, AND LIVES

Pathways Through General Education

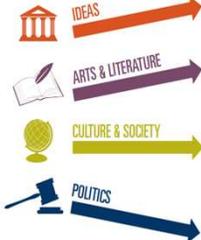


When students come to college, they face a dizzying array of choices. Which course should I take? What should I major in? How do the gen ed courses fit into what I'm supposed to do?



CORE COURSES:

- USU 1320 Humanities
- USU 1340 Social Sciences
- Math 1050 or STAT 1040
- ENGL 1010 + ENGL 2010



MAJORS IN:

- American Studies, Liberal Arts, Philosophy, Languages, Religious Studies, History, Journalism, Communication Studies
- English, Languages
- Asian Studies, American Studies, Anthropology, Languages, History, Sociology, Global Communication, Communication Studies, Journalism, Religious Studies, Social Work, International Studies
- Military Science, Political Science, Law and Constitutional Studies, Journalism, Communication Studies, International Studies, History

| | | | | |
|--|--|--|---|---|
| <p>AMERICAN INSTITUTIONS</p> <p>ESU 1006: understanding economic institutions, including property rights, markets, banking, trade, and law</p> <p>HST 2706: development of American society, economy, culture, and politics up to 1877</p> <p>HST 2716: the same, but after 1877</p> <p>POLS 1006: studying U.S. Constitution, political parties and decisions, Congress, president, courts, and civil liberties</p> <p>HONR 1306: for students in the Honors program</p> | <p>CREATIVE ARTS</p> <p>USU 1006: exploring the nature of art, how it is judged, and how artistic expression varies across cultures</p> <p>ARTN 1006: the study of visual and literary traditions, human evolution, and practices</p> <p>BIOL 1006: how biology impacts the daily life of the individual</p> <p>WORS 1006: the role of literary criticism in promoting personal well-being to people</p> <p>WATS 1006: understanding the impact our species is having on natural ecosystems</p> <p>WILC 1006: how organisms relate to physical environments, communities, and ecosystems</p> <p>HONR 1306: for students in the Honors program</p> | <p>LIFE SCIENCES</p> <p>USU 1006: focusing on basic concepts of life sciences, and the nature of scientific discovery</p> <p>ARTN 1006: the study of visual and literary traditions, human evolution, and practices</p> <p>BIOL 1006: how biology impacts the daily life of the individual</p> <p>WORS 1006: the role of literary criticism in promoting personal well-being to people</p> <p>WATS 1006: understanding the impact our species is having on natural ecosystems</p> <p>WILC 1006: how organisms relate to physical environments, communities, and ecosystems</p> <p>HONR 1306: for students in the Honors program</p> | <p>PHYSICAL SCIENCES</p> <p>USU 1006: basic concepts of physical sciences, including structure of matter and the forces of nature</p> <p>CS 1006: cybersecurity threats, identifying potential threats, and implementing solutions</p> <p>GEOS 1006: geographic analysis of physical processes, the atmosphere, and the biosphere</p> <p>PCC 1006: the processes governing the balance of the atmosphere and the phenomenon of weather</p> <p>PCC 2006: typical include water quality, global climate change, observation, and management</p> <p>HONR 1306: for students in the Honors program</p> | <p>EXPLORATION</p> <p>ANTH 1006: social life, ideology and symbolism, and cultural change and continuity</p> <p>ZCOM 1006: the influence of mass media on society</p> <p>PHIL 1006: moral arguments underlying debates in American law and politics</p> <p>POLS 2006: political culture, institutions, and processes, political development, violence and corruption, and public policy</p> <p>PSY 1006: human thought and behavior</p> <p>SOC 1006: social behavior of humans and institutions</p> <p>Other courses: ENVS 2006, ZCOM 1006, PHIL 1006, EPSC 1006, ENVS 1006, WATS 1006</p> |
|--|--|--|---|---|

ADDITIONAL RESOURCES

SUBSCRIBE TO FREE NEWSLETTERS FOCUSED ON TEACHING AND LEARNING

SEARCH TERMS:

- “NILOA newsletter”
- “daily Lumina news”
- “AACU weekly liberal education news”

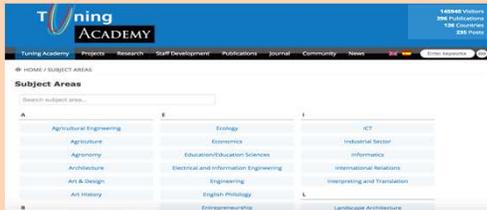
ADDITIONAL RESOURCES

RECOGNIZE ACADEMIC DISCIPLINARY SOCIETIES AS VALUABLE RESOURCES



ADDITIONAL RESOURCES

LEARNING OUTCOMES WRITTEN BY FACULTY COLLEAGUES IN THE E.U. AND OTHER REGIONS:
<http://tuningacademy.org/subject-areas/?lang=en>



INSTITUTIONAL PROJECTS TO CONSIDER

NILOA, Excellence in Assessment
<http://www.learningoutcomesassessment.org/eiadesignation.html>



Recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The focus rests on campus processes and uses of assessment outcomes, rather than on student performance or accomplishment. The EIA designation evaluation process is directly and intentionally built from NILOA's [Transparency Framework](#).

INSTITUTIONAL PROJECTS TO CONSIDER

AAC&U: VALUE Institute
<https://www.aacu.org/VALUEInstitute>



The VALUE Institute enables any higher education institution, department, program, state, consortium or provider to utilize the VALUE rubrics approach to assessment by collecting and uploading samples of student work to a digital repository and have the work scored by certified VALUE Institute faculty and other educator scorers for external validation of institutional learning assessment.

| | |
|------------------------------|--------------------------|
| FACULTY'S MULT. ROLES | DEMISTIFY GEN ED |
| INCLUSIVE "EDUCATORS" | CLARIFY INCENTIVES |
| VALUE RUBRICS | EXTRA/CO-CURRIC ASSESS |
| TALK W/ GRADUATES' EMPLOYERS | ACTIVE LEARNING OUTCOMES |
| D Q P | ASSIGNM'T WORKSHOP |
| STUDENTS' NARRATIVE | INTER-RATER RELIABILITY |
| CURRICULAR MAPPING | VISUALIZE PATHWAYS |
| ADDITIONAL RESOURCES | PROJECTS TO CONSIDER |