

Program Review and Assessment Committee

Thursday, February 21, 2019, 1:30-3:00 pm, AD 1006

Meeting Minutes

Attendees: K. Alfrey, P. Altenburger, J. Barbee, N. Brehl, A. Chase, D. DeMeester, G. Durham, T. Hahn, Hansen, L. Houser, S. Hundley, C. Kacius, S. Kahn, C. Keith, J. Lee, S. Lowe, C. Marsiglio, P. Morris, K. Murtadha, H. Mzumara, S. Ninon, K. Norris, K. Sheeler, N. VanAndel, S. Weeden, J. Williams, J. Yan, D. Zahl

1. Welcome, Review & Approval of Minutes (5 minutes)
2. Equitable Approaches to Assessment – Gianina Baker, Assistant Director, National Institute for Learning Outcomes Assessment (NILOA) (30 minutes)
3. Student Employee Outcomes – Wendy Lin, Assistant Director, Institutional Research and Decision Support (20 minutes)
4. Higher Learning Commission #4 - Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Director of Planning and Institutional Improvement Initiatives (25 minutes)
5. Announcements and Adjournment (10 minutes)

1. Welcome, Review and Approval of Minutes

- a. K. Norris called the meeting to order at 1:30pm. She acknowledged new PRAC members, Dave Zahl and Ina McBean.
- b. Motion made, seconded, and passed to approve January 2019 meeting minutes

Kristin introduced our guest speaker, Gianina Baker, Assistant Director, NILOA.

Stephen Hundley thanked Gianina for joining us and noted that NILOA is a strong supporter of the IUPUI Assessment Institute.

2. Equitable Approaches to Assessment - Gianina Baker, Assistant Director, National Institute for Learning Outcomes Assessment (NILOA)

Gianina Baker: The conversation around equitable approaches to assessment is very important. It kicked off a few years ago. Items to consider included: Thinking about how to apply these principles in your program. Thinking about how it might apply in our roles. How would it affect students?

NILOA was established in 2008 and is co-located at Indiana University and the University of Illinois. The mission of NILOA is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.

What do equity and assessment look like? What does culturally responsible assessment look like?

Gianina discussed case studies of minorities at various institutions (e.g., North Carolina A&T, Texas A&M, University of Minnesota- Rochester). Campuses were examining the concept of equity and the shift to be more student focused.

A 2015 report examined assessment at minority serving institutions. The assessment approaches were different. They looked at the context of who they served in their mission.

“Assessment continues to be driven by both compliance and improvement with an emphasis on equity.”

Equity is about fairness and judgement. Equality is about sameness.

Gianina Baker: How consequential can assessment approaches be when your assessment approaches are not inclusive of diverse learners? She recommended that we read the NILOA occasional paper 29 (January 2017) on Equity and Assessment.

Students need to demonstrate their learning specifically. What other ways could students demonstrate their learning (besides writing)?

Assessment if not done with equity in mind can reinforce within students the false notion that they do not belong in higher education. While learners may take multiple paths to and through learning, they must demonstrate their knowledge and skills in the same way. However, there are other ways to demonstrate their knowledge and skills. For example, a student from Clemson University recently rapped his entire dissertation and received great reviews.

Gianina discussed being culturally responsive and mindful of the student population being served. There are tools appropriate for different students.

The new Comprehensive Learner Record captures learning when it happens both inside and outside the classroom. It opens up places that were not previously considered.

There are pathways and hidden pieces that we think students know, but they may not. We should be intentional in telling students what they should know.

She recommended the AAC&U Campus Guide, *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success*.

Questions to consider: What comes to mind as you reflect on your program review process in relation to culturally responsive assessment? How does assessment promote equity, if at all? What resources/tools do you need to do so? It is a lot to wrap your head around.

Questions? We can email Gibaker 44@illinois.edu

Kristin Norris: Have you seen any campuses with community partners as co-educators that external audience assesses student learning?

Gianina Baker: Definitely. There are examples in pockets but not yet widespread. In the next year, we will have more examples.

Stephen Hundley: Perhaps PRAC should have a subcommittee on equity and assessment. You have given us a lot of tools, especially as we implement the IUPUI+.

Kristi Sheeler: This aligns with the work that the Institute for Engaged Learning is doing. The curricular and co-curricular.

Kristin mentioned the recent webinar on assessing pathways. Beyond the gate. Community-engaged SL: Assessing the Campuses mission. Kristin will put this into the Box folder

3. Student Employee Outcomes – Wendy Lin, Assistant Director, Institutional Research and Decision Support (IRDS)

Kristin introduced Wendy Lin from IRDS

Wendy Lin: I conducted analysis with Janna McDonald on student employment and retention outcomes. IRDS completes this report annually. The question the report examines is *does working on campus increase one-year retention among student workers?*

The report was very time intensive. It took Wendy and Rick Morgan over a month.

Wendy provided a description of IUPUI student workers and the methodology of the study. The study examined undergraduate students who were enrolled at fall, 2017 who held any type of student hourly or contract position on campus between Aug, 2017 and April, 2018. The types of on-campus employment include resident hall managers, research assistants, orientation leaders, and Federal Work Study.

Majority of student workers are female more so than overall student population. They are more likely to be a Pell recipient but have lower levels of unmet needs. They are more academically prepared.

Campus employment is difficult to obtain. Janna has seen job postings with 90 applicants for one job.

The majority of student workers worked 1- 10 hours per week. Seniors worked more hours. Science and nursing pay their students more.

There is a pay rate gap. The average wage for African American students is lower than other groups. The average wage for female students is lower than males.

The one-year retention for fall 2017 first-time, full-and part-time students was approximately 16 percentage points higher than their IUPUI employees who were not employed. For undergraduates only, this rate was 14 percentage points higher.

Students who work on campus are younger students and better students. How much of being a better student is due to employment?

How do we minimize selection bias and confounding factors?

In an observational study sometimes it is not possible to have a comparison group.

To imply causal inferences in this study, Wendy employed Propensity Score Matching (PSM). PSM allow causal inferences from non-experimental (observational) studies. It minimizes selection bias and other confounding factors such as gender, race and socioeconomic status.

The process for PSM includes the following steps:

- 1) Identify appropriate data set (> 200 students).
- 2) Define treatment and control group and outcome.
- 3) Select covariates of interest based on literature or past studies: Gender, race/ethnicity, unmet financial need, high school GPA
- 4) Run algorithms to estimate a *propensity score* for each student.
- 5) Students with exact or similar scores will be matched against each other.
- 6) Run statistical analysis to compare retention rates between the matched groups

Controlling for demographics and other characteristics, the PSM analysis found that retention was still higher for students employed on campus. There was a 7.1 percentage point increase in fall-to-fall retention at IUPUI as a result of working on campus. This difference is statistically significant.

What's next?

- 1) On-campus employment could be an important retention strategy.
- 2) Study results can be used in internal marketing campaigns aimed at incentivizing on-campus employment for students.
- 3) Creating a better data infrastructure that reduces manual clean-up time on the data side.
- 4) Type of position or job responsibilities could be better documented for student workers.
- 5) Creating an institutional culture that promotes the success of working students

- 6) Further examine salary inequities that currently disadvantage female students and students of color.
- 7) What are we doing for students whose financial needs can only be met by working off-campus?
- 8) How do retention/GPA look for off-campus student employees
- 9) Aligning on-campus work positions with IUPUI+

Jane Williams: What about work study eligible students? Were these students work study?

Wendy Lin: This group was a mix. A small percentage were work study.

Wendy Lin: We should look into providing these jobs to more disadvantaged students and encourage them to apply.

4. Higher Learning Commission #4 - Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Director of Planning and Institutional Improvement Initiatives

Stephen Hundley: We will look at Criterion #4 today.

Susan Kahn: There are two criteria that deal with teaching and learning. #4 is more about outcomes.

Should focus on improvement and meeting benchmarks.

Our regional accreditor has a focus on continuous improvement. This is very central to what accreditation is about.

Institutions often get dinged on this issue of improvement. We need to show evidence.

How do we treat credits from other institutions? Credit from experiential courses?

Accreditors want to make sure that we are not a fly by night organization. Ensure that we are a rigorous higher education institution committed to ensuring quality.

The criteria also asks about resources and seeks to ensure that students can access a library and appropriate technologies.

It then looks at learning outcomes assessment. PRAC reports are a major source of evidence for this criterion. An accrediting team might look at this report, especially if you are in a school that does not have specialized accreditation.

Some of our recent speakers have suggested that linking assessment to improvement is not as easy as it seems.

Links between assessment findings and improvement should be clear. This is very important to regional accreditors. They also want to know about our methodologies and that they reflect good practice.

It is a short criterion, but we are generally expected to provide a lot of evidence.

Question: Where does the data for questions 4A#6 come from?

Michele Hansen: We do alumni surveys. We also incorporate in program reviews, First destination survey – students report on employment outcomes

HLC does not prescribe methods.

Kristi Sheeler: Increasing number of students who come in with dual credit. Have do you demonstrate that given the ever increasing number of dual credits are students bring?

Michele Hansen: This applies when we are administering the dual credit. We just have SPAN. We don't have authority over high schools offering dual credit. The entity awarding dual credit has to assure the quality.

Stephen Hundley: That is correct. IUPUI is the acceptor of the credit. We need to articulate our policies on credit acceptance.

Michele Hansen: Students who have dual credits tend to do better than those who do not come in with dual credit.

Stephen Hundley: Next week we will talk about Criterion 5.

Susan Kahn: We may have the final version of the criteria. This may be the last time we look at the beta revision

5. Announcements and Adjournment

Stephen: RFPs for the Assessment Institute are due on March 8 2019.

Kristin adjourned the meeting at 2:46pm

Future PRAC Meeting Dates:

Thursday, March 21, 2019

University Hall 1006

Thursday, April 11, 2019

University Hall 1006

Thursday, May 9, 2019

University Hall 1006

A Discussion on Equity and Assessment

Gianina Baker, Assistant Director, NILOA
February 21, 2019



@LearningOutcomesAssessment



@NILOA_web

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- SURVEYS • WEB SCANS • CASE STUDIES • FOCUS GROUPS
- OCCASIONAL PAPERS • WEBSITE • RESOURCES • NEWSLETTER • PRESENTATIONS • TRANSPARENCY FRAMEWORK
- FEATURED WEBSITES • ACCREDITATION RESOURCES • ASSESSMENT EVENT CALENDAR • ASSESSMENT NEWS • MEASURING QUALITY INVENTORY • POLICY ANALYSIS • ENVIRONMENTAL SCAN • DEGREE QUALIFICATIONS PROFILE • TUNING

www.learningoutcomesassessment.org

Goals for today:

- Discuss the relationship between equity and assessment
- Introduce the concept of culturally responsive assessment
- Hear reflections from others on how they approach culturally responsive assessment approaches at your institution

Background

- ◆ NILOA Case Study: **North Carolina A&T State University: A Culture of Inquiry**
- ◆ NILOA Case Study: **Texas A&M International University: A Culture of Assessment INTEGRATED**
- ◆ NILOA Report: **Using Assessment Results: Promising Practices of Institutions That Do It Well**
 - Becoming more transparent with assessment processes and results and with sharing promising practices externally. North Carolina A&T State University's desire to communicate to students and the higher education community at large led to opportunities for student involvement in assessment through the Wabash Provost Scholars Program.

Background

NILOA Report: [*Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions.*](#)

Four main findings:

1. Assessment work at Minority-Serving Institutions is focused primarily to serve internal interests and needs.
2. External pressures drive the assessment work of MSIs, even though they are more likely to use assessment results for internal improvement.
3. While driven by the same external factors, and using results in similar fashion, sub-categories of MSIs employ different approaches to assess student learning.
4. While driven by similar ends, subcategories of MSIs use assessment to address different institutional needs and interests.

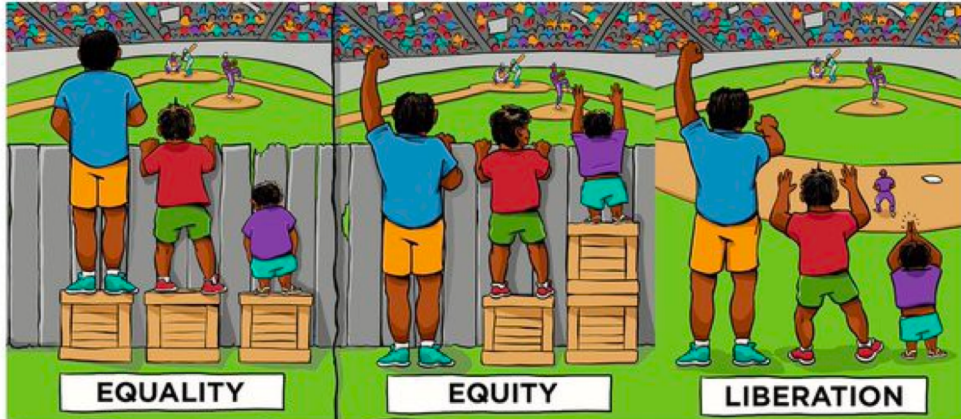
Finding from NILOA's Survey of Provosts 2017

“Assessment continues to be driven by both compliance and improvement, with an emphasis on equity.”





Don't just tell a different version of the same story. Change The Story!



EQUALITY VERSUS EQUITY



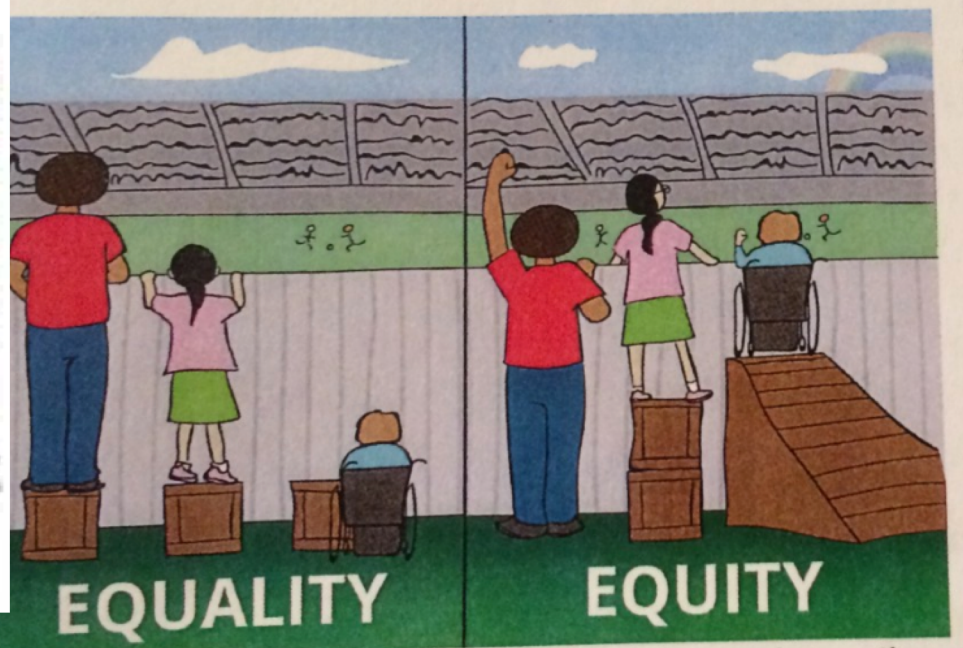
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.






Consequential Assessment

(Kuh, Ikenberry,
Jankowski, Cain, Ewell,
Hutchings, & Kinzie,
2015)

“To be consequential, assessment information needs to be **actionable**, **focused** on the needs and interests of end users, **embedded** in the ongoing work of teaching and learning, **available** in understandable forms, **customized**, and **supported** by institutional leaders.”

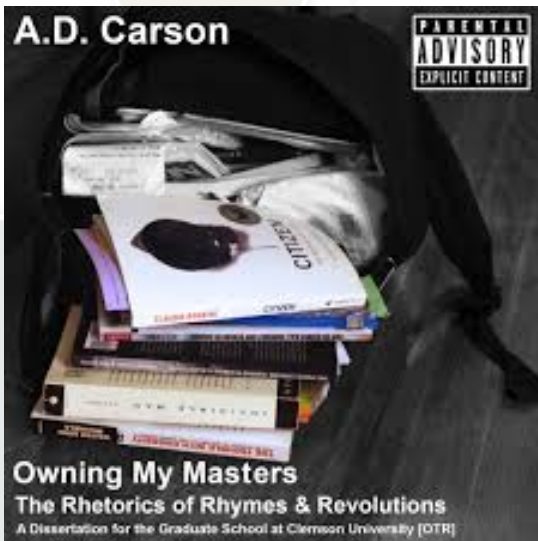


“Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education.” (Montenegro & Jankowski, 2017)

DANCE YOUR PH.D.



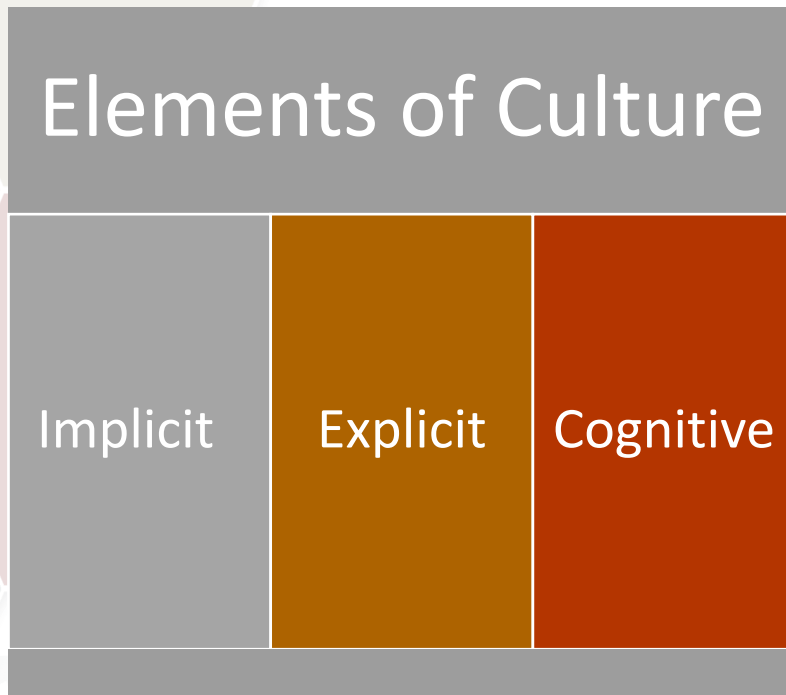
“...that while learners may take multiple paths to and through learning, they must demonstrate their knowledge and skills in the same way.” (p. 5)



equity excellence

Culturally Responsive

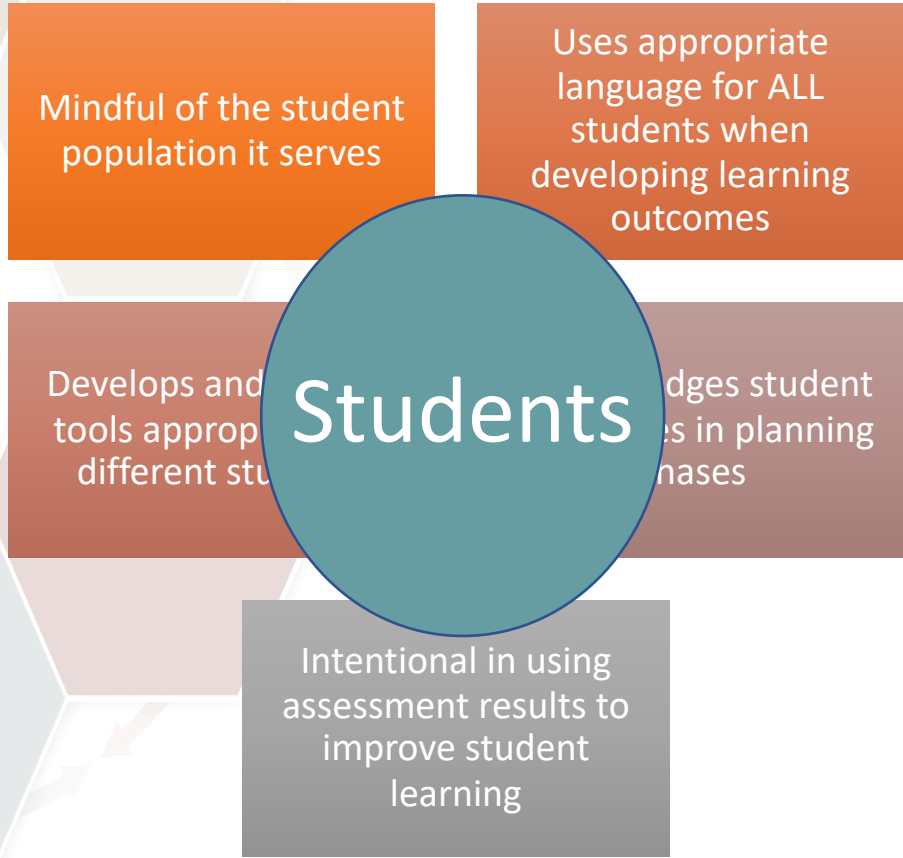
Culture



Responsive

“an action-based, urgent need to create contexts and curriculum that responds to the social, political, cultural, and educational needs of students; it is affirmative and seeks to identify and institutionalize practices that affirm indigenous and authentic cultural practices of students”
(Khalifa, Gooden, & Davis, 2016, p. 1278)

Culturally Responsive Assessment Concepts (Montenegro & Jankowski, 2017)



“What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.” (p. 16)

Fostering culturally responsive assessment

1

Student Learning
Outcome
Statements

2

Assessment
Approaches

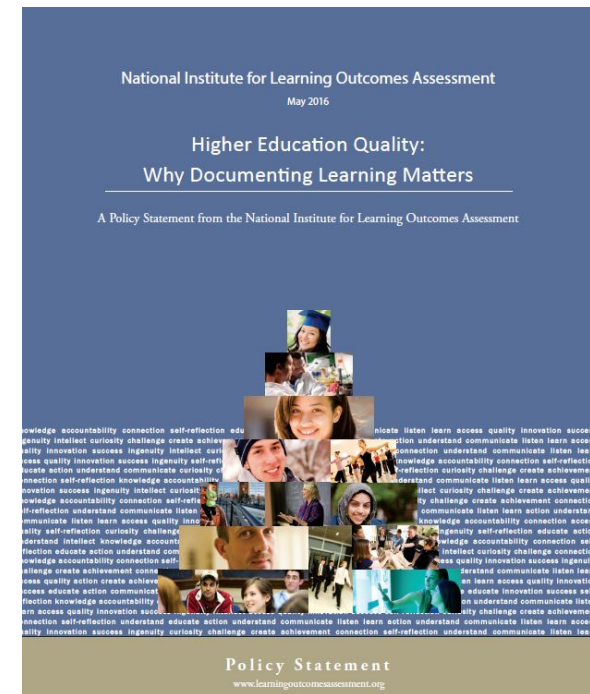
3

Use of
Assessment
Results

Fostering culturally responsive assessment

1

Student Learning Outcome Statements



National Institute for Learning Outcomes Assessment. (2016, May). [Higher education quality: Why documenting learning matters](#). Urbana, IL: University of Illinois and Indiana University, Author.

Specific, actionable learning outcome statements

WHO	Will do WHAT	To BE ABLE TO	As Demonstrated By
First Year Students	Attend orientation	Identify 3 resources on campus they might use...	Completing a survey at the end of the program
Peer Health Educators	Participate in a training session	Define 3 strategies to improve personal health	Developing a presentation outline
Resident Advisors	Complete a workshop	Demonstrate effective conflict resolution strategies	Evaluation during mock roommate conflict simulations

Fostering culturally responsive assessment

2

Assessment Approaches

University of Iowa

Iowa GROW®

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident.

Iowa GROW® (Guided Reflection on Work) uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. Iowa GROW® is focused on making student employment a "high-impact activity" - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.



Four quick questions

Iowa GROW® conversations are guided by four quick questions:

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Why GROW®?

Research on student employment shows that students know they are learning many "real world" work skills, such as time management, conflict resolution, and balancing priorities. What they may not connect on their own, however, is their classroom learning and their jobs. While some connections are really natural (e.g. a graphic design major working on a marketing team), others require a bit more thought and deliberate attention. Supervisors are very important assets in helping students make these connections between work and school.

Supervisors regularly check in with student employees on work flow, tasks, and assignments. Taking an extra minute or two to periodically check in on how students are doing in classes, and even asking them to relate what they're learning on the job to course work or vice versa can be all it takes to help get some connections firing.



It is our hope that with the tools and information provided here, you can

PRIORITIES

Iowa GROW®

- Why We GROW®
- UI Supervisors
- Implementation
- Resources
- Recognition

Diversity, Equity, and Inclusion

Being Black at Iowa

Leadership Development

Alcohol Harm Reduction

Student Success Team



Teri Schnelle

Associate Director for

University of Wisconsin-Madison



[OTM Home](#) | [WiGROW Home](#) | [WiGROW Program Overview](#) | [WiGROW Student Supervisor Resources](#) | [WiGROW Participants and Leadership](#)

GROW: GUIDED REFLECTION ON WORK

An initiative of the Vice Chancellor for Finance and Administration and the Vice Provost for Enrollment Management

Purpose & Vision of WiGROW

- To advocate for student employment as an educational experience
- To enhance student learning in the workplace by providing opportunities for reflection and professional development
- To support and engage supervisors of student-employees in their role as mentors and teachers of students

What is WiGROW?

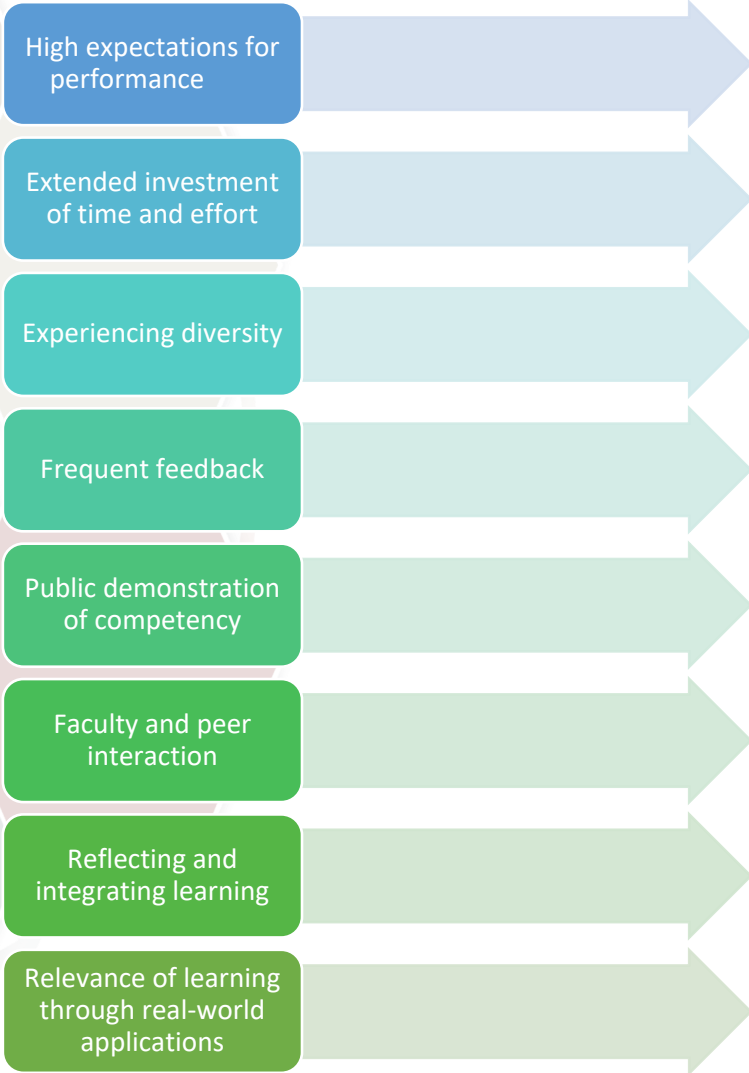
WiGROW is an engagement initiative designed to support the learning of student-employees. Supervisors and student-employees have intentional, reflective conversations with one another, providing students an opportunity to consider connections between their on-campus employment, career goals, and college experience.

WiGROW conversations are sensitive to employment context and individual student, varying in setting and style. Some conversations occur one-to-one after stepping aside from daily operations, while others take

<https://vp.studentlife.uiowa.edu/priorities/grow/>

<https://www.talent.wisc.edu/home/HideATab/WiGrow/tabid/418/Default.aspx>

Kuh & O'Donnell (2013), *Ensuring Quality & Taking High-Impact Practices to Scale.*



High-Impact Educational Practices

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

First-Year Seminars and Experiences
 Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
 The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
 The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
 These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
 Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
 Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.


Diversity/Global Learning
 Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios
 ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning
 In these programs, field-based "experiential learning," with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
 Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
 Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



LEAP

American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Affairs Professionals

The 2017 grant will focus on the development and implementation of a single learner record across a broad number of American colleges and universities. The CSRs seek to **capture, record, and communicate learning when and where it happens** in a student's higher education experience. This includes learning outcomes from courses, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.



<https://www.aacrao.org/signature-initiatives/comprehensive-learner-record>

Fostering culturally responsive assessment



3

Use of
Assessment
Results

Findings from NILOA's Survey of Provosts 2017

**77% of institutions
report currently
mapping
curriculum**



Mapping

Mapping has emerged as a key strategy for *examining the alignment of the different elements of learning environments* towards shared learning outcomes as well as to better understand where to assess and document learning.

Mapping is about the *process of seeing* relationships.

By mapping collectively and collaboratively, those involved are able to *unpack assumptions* about their own and others' roles and contributions to the learning of students.

Mapping Tools

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								

Student Affairs

	Learning Experience 1	Learning Experience 2	Learning Experience 3	Learning Experience 4
Learning Outcome 1	Exposure/ Participation	Reinforce/ Development		Attainment/ Achievement
Learning Outcome 2	Reflective Assignment	Presentation	Project Development	
Learning Outcome 3	Stand alone	Coupled with a course		

LEARNING



UNIVERSITY OF MINNESOTA ROCHESTER

Driven to Discover™

Crookston Duluth Morris **Rochester** Twin Cities

ADMISSIONS ACADEMICS CURRENT STUDENTS SUPPORT

Student Life ▶ Study Away from Rochester ▶ Learning Away Photo Contest

Learning Away Photo Contest

Nature's Beauty: Alek Kohn: Summer 2017 experience in the Dominican Republic



Entries:

- The photo contest is available to all UMR students who completed a learning away experience (for credit or not-for credit as part of their UMR experience) during Fall 2016, Winter Break 2016/2017, Spring 2017, or Summer 2017.



OVERVIEW

This Learning Life is a campus-wide competition celebrating the Illini learning community on our beautiful Urbana-Champaign campus. We want to see what learning looks like through your eyes! We invite you to sharpen your visual communication skills, and get prizes and recognition for it, and also get that great, personal image that will help you stand out from the crowd.

Digital storytelling has become an essential skill to communicate ideas clearly and effectively. We hear from employers all the time that they are seeking people across all disciplines who have that creative mindset. Whether you're in mechanical engineering or crop sciences, social work or microbiology, business or modern languages, if you know how to tell a story, reveal something of your inner world in a single image, or think critically about the great human endeavor to know that is learning, we want to give you the opportunity to challenge yourself. We hope your insights and perspectives will also inspire a greater awareness of the intrinsic value of the on-campus experience, here at Illinois.

All currently enrolled UIUC students are invited to enter an image, a caption and a brief narrative text to accompany the image. Entries will be judged by a multidisciplinary panel for:

- Relevance to the *This Learning Life* themes
- Originality
- Visual Impact

Decolonizing the curriculum



“What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to **empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.**”

Strategic Imperative for Racial Justice and Decolonization Talking Points



In 2016 November, the ACPA Governing Board adopted the Strategic Imperative for Racial Justice and in 2017 July expanded it to include Decolonization. Our commitment to this work includes agreement with six operational truths.

1 All forms of oppression are **linked**.

2 Racism and colonization are **real, present, enduring, intersectional**, and systemic forms of oppression.

3 Racism and colonization have informed the experience of **all of us** in higher education.

4 Advocacy and social change require us to work to **dismantle racism and colonization** in higher education.

5 Our collective education, research and scholarship, advocacy, and capacity will create **positive change** in higher education.

6 We believe in and have hope for our individual capacity, desire, and drive to **grow, learn, and change**.

We encourage each of our members and all of our colleagues in student affairs and higher education to reflect on this essential question, “What is my place in doing racial justice and decolonization work?”

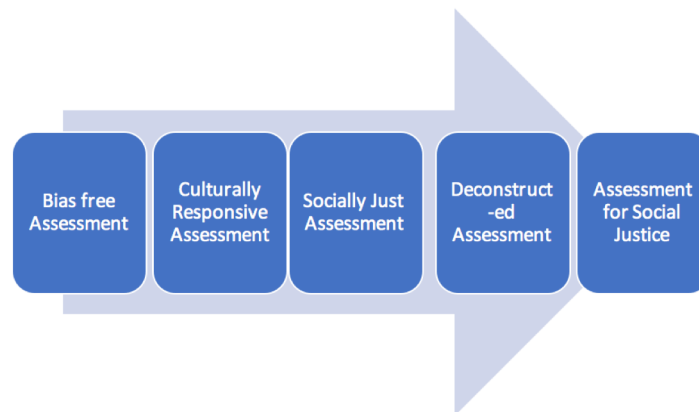
ACPA is committed to helping our members develop competencies to engage in this work within their respective roles and responsibilities in student affairs. Please use and share our resources at www.myacpa.org/strategic-imperative-racial-justice-decolonization

AAC&U's Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning(2015)

- Knowing who [their] students are and will be
- Committing to frank, hard dialogues about the climate for underserved students ... with the goal of effecting a paradigm shift in language and actions
- Investing in culturally competent practices that lead to success of underserved students—and of all students
- Setting and monitoring equity-minded goals¹—and devoting aligned resources to achieve them
- Developing and actively pursuing a clear vision and goals for achieving the high-quality learning necessary [for] careers and [for] citizenship, and therefore essential [for a bachelor's] degree
- Expecting and preparing all students to produce culminating or Signature Work at the associate (or sophomore) and baccalaureate levels to show their achievement of Essential Learning Outcomes,² and monitoring data to ensure equitable participation and achievement among underserved students
- Providing support to help students develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers
- Identifying high-impact practices (HIPs) best suited to your students and your institution's quality framework of Essential Learning Outcomes, and working proactively to ensure equitable student participation in HIPs
- Ensuring that Essential Learning Outcomes are addressed and high-impact practices are incorporated across all programs, including general education, the majors, digital learning platforms, and co-curricular or community-based programs
- Making student achievement—including underserved student achievement—visible and valued (2015a, 5–10)

Conversations on Equity and Assessment

- Framing Equity and Assessment
- Culturally Responsive Assessment (CRA) Framework
- Student Affairs Lens
- Culturally Responsive Pedagogy
- International Perspectives
- Examples of CRA on campus
- Student-Centered
- Bridging CRA with Culturally Responsive Evaluation
- **Epistemology of assessment professionals



http://learningoutcomesassessment.org/Responses_Equity_Paper.html



Reflect

1. What comes to mind as you reflect on your program review process in relation to culturally responsive assessment?

2. How does assessment promote equity, if at all?

3. What resources/tools do you need to do so?

Questions



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