10-26-2015

Using the NILOA Transparency Framework: It's All About the Process

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Abstract
When the St. John Fisher College Educational Assessment Leadership Team set out to make assessment information readily accessible, they looked to the NILOA Transparency Framework to serve as a guiding template. Recognizing its use nationally to clearly communicate the six assessment components with hexagons, they saw the NILOA model as the ideal format for the design of the institutional assessment website. Assessment results could be organized with the comprehensive, straightforward NILOA graphic. What they did not expect, however, was that the process of adopting the framework would transform not just how assessment “looked”, but how they saw it as well.

Disciplines
Educational Assessment, Evaluation, and Research

Comments
Presented at the IUPUI Assessment Institute in Indianapolis, Indiana, October 26, 2015.

This conference proceeding is available at Fisher Digital Publications: http://fisherpub.sjfc.edu/ed_assessment_pub/3
Using the NILOA Transparency Framework: It’s All About the Process

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Jane Marie Souza, Ph.D., University of Rochester
AACU LEAP High Impact Practices

Learning Communities
The key goal for learning communities is to encourage integration of learning across courses and to promote students with high expectations that matter beyond the classroom. Students who are on their own in a college or who are in a college that lacks a community feel that they can struggle. Many learning communities help improve domains and academic rigor through the focus of different domains. Some domains include “shared and professional” or other theme or service-learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including this year projects. Students are encouraged to produce and edit several versions of writing for different audiences in different locations. The effectiveness of this practice is measured by the number of revisions to each draft. The courses are rated on a scale of 1 to 4, with 4 being the highest. The courses focus on developing research skills, writing, and argumentation.

Collaborative Assignments and Projects
Collaborative learning enhances the way students learn and solve problems in the company of others, and deepens their understanding of the material. Collaborative learning involves the learning of others, especially those with different backgrounds and experiences. This approach is often used in group projects, case-based assignments, and projects to encourage creativity and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Research can be found in most disciplines, with some disciplines having more opportunities than others. Some disciplines require more formal research, while others may allow for more informal research. Students are encouraged to connect key concepts and perspectives with students in other disciplines and are expected to demonstrate a commitment to intellectual rigor and critical thinking. The goal is to provide students with opportunities to engage in meaningful research experiences and to help them develop skills in scholarly inquiry.

Diversity/Global Learning
Many colleges and universities are now emphasizing the importance of diversity and global perspectives in their curricula. Students are encouraged to study and work in different communities, and to explore different cultures, religions, and worldviews. Many institutions offer study abroad programs, and students are encouraged to participate in these programs to enhance their understanding of different cultures and perspectives. The courses are rated on a scale of 1 to 4, with 4 being the highest. The courses focus on developing research skills, writing, and argumentation.

Service Learning, Community-Based Learning
In these programs, students are involved in service-learning projects that are connected to the local community. Students are encouraged to engage in meaningful projects that benefit the community and provide opportunities for personal and professional growth. The courses are rated on a scale of 1 to 4, with 4 being the highest. The courses focus on developing research skills, writing, and argumentation.

Internships
Internships are an important form of experiential learning. The internships are designed to provide students with opportunities to gain real-world experience and to apply their academic knowledge to real-world situations. Students are encouraged to participate in internships that are connected to their academic and career goals. The courses are rated on a scale of 1 to 4, with 4 being the highest. The courses focus on developing research skills, writing, and argumentation.

Capstone Courses and Projects
Capstone courses and projects are designed to provide students with an opportunity to apply their knowledge and skills to a real-world problem. Students are encouraged to engage in projects that are connected to their academic and career goals. The courses are rated on a scale of 1 to 4, with 4 being the highest. The courses focus on developing research skills, writing, and argumentation.
SJFC’s LEAP HighER Impact Practices

Assessment of Academic Goals & Outcomes

Students learn best when they understand the connections between their course work and the academic goals. By aligning specific assignments, exams, and projects with goals and outcomes, students can better understand how the curriculum relates to their overall learning and can support the metacognitive processes that help students become successful.

SJFC’s LEAP HighER Impact Practices

Affirm the importance of assessment to high quality student learning experiences

Provide support for resource allocation dedicated to assessment
NILOA Transparency Framework

- Communicates to all stakeholders
- Nationally recognized, research-based
- Brings consistency to campus efforts
# Understanding General Education

## 2012-13 Assessment Cycle: CORE CURRICULUM

<table>
<thead>
<tr>
<th>Core Course # of courses taught and assessed</th>
<th>SFC College-Wide Goals</th>
<th>MSCHE Essential Skills</th>
<th>Goal</th>
<th>C-W Goal 1</th>
<th>C-W Goal 2</th>
<th>C-W Goal 3</th>
<th>C-W Goal 4</th>
<th>C-W Goal 5</th>
<th>C-W Goal 6</th>
<th>Oral &amp; Written</th>
<th>Scientific &amp; Quantitative</th>
<th>Cris Analysis &amp; Reasoning</th>
<th>Technological Competency</th>
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</table>

* Fewer courses are offered in the SQ and CC areas because students are required to take only one course in the Foundational Core areas and must take two courses in the Perspective areas.

## Sociocultural Perspectives (P3) Rubric (2013)

### P3 Core Goal #1
Students will understand and be able to discuss the paradigms, methods, and/or theoretical perspectives used to study individual behavior.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Exemplary (1)</th>
<th>Acceptable (2)</th>
<th>Not Acceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students be able to identify and describe at least one important paradigm, method, and/or theoretical perspective relevant for the study of individual and/or social behavior.</td>
<td>Description is inaccurate, incomplete, and/or theoretical perspective is not discussed.</td>
<td>Description is accurate, complete, and/or theoretical perspective is discussed.</td>
<td>Description is excellent, complete, and/or theoretical perspective is discussed.</td>
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<td>Description is accurate, complete, and/or theoretical perspective is discussed.</td>
<td>Description is excellent, complete, and/or theoretical perspective is discussed.</td>
</tr>
</tbody>
</table>

### P3 Core Goal #2
Students will be able to comprehend the role of data or evidence in getting at conclusions about individual and/or social behavior.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Exemplary (1)</th>
<th>Acceptable (2)</th>
<th>Not Acceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will recognize that the conclusions they draw regarding individual and/or social behavior is based on data and evidence.</td>
<td>Student demonstrates a very good understanding of the link between a conclusion about individual and/or social behavior and the data or evidence used to support it.</td>
<td>Student demonstrates a good understanding of the link between a conclusion about individual and/or social behavior and the data or evidence used to support it.</td>
<td>Student demonstrates an inadequate understanding of the link between a conclusion about individual and/or social behavior and the data or evidence used to support it.</td>
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</table>

### Notes
- This year’s outcomes mirror the following National Council for the Accreditation of Teachers’ (NCATE) rubric.
- **Credo**: Credo recognizes the ability to acquire and use information to contribute to educational literature and performance. Does this activity encourage and use information to affect your educational achievement and performance? Does this activity encourage and use information to affect your educational achievement and performance?
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System to track assessment of student learning outcomes - Blackboard Analytics

- Alignment of program outcomes, college-wide goals, accreditation standards
- Capable of connecting with the Student Information System
- Connection with A&S core and RCWSOE outcomes
- Not just for accreditation purposes, but best practice
It’s all about the **process**!

Products can be static.

**Process** is dynamic.

Build in capacity for change.
Thank you

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