



Reset

Revise

Renew

Assessment

in the age of AI & New
Educational Technologies

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Learning Outcomes

During the presentation, participants will:

- » Explore the use of technologies, such as online sharing, AI, outcomes, to improve assessment opportunities.
- » Review how one university increased assessment best practices using several methods of collaborative ways to

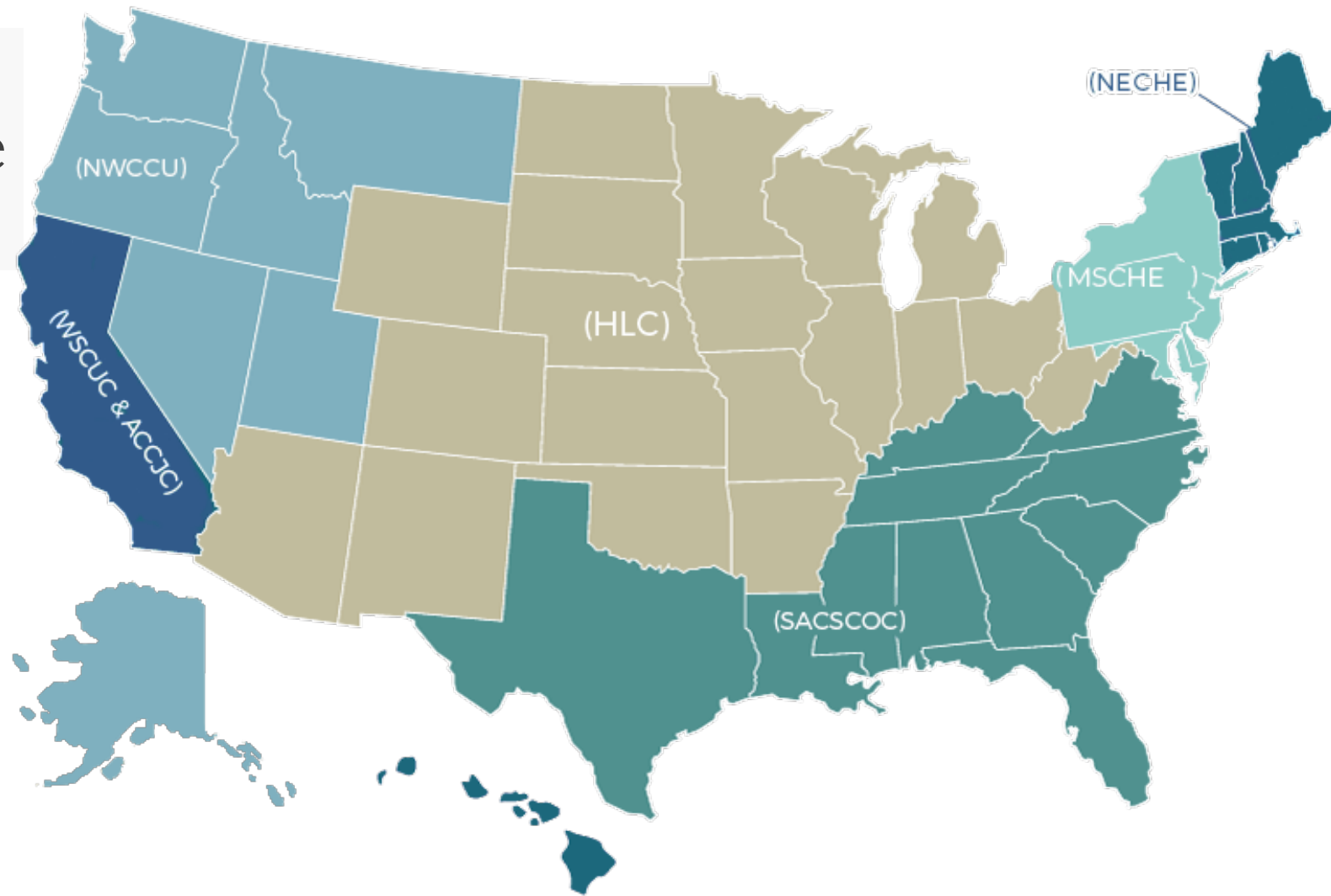
Reset



Going Back to the Basics – Where do we come from?

Source:

<https://www.chea.org/regional-accrediting-organizations-accreditor-type>



- Northwest Commission on Colleges and Universities (NWCCU)
- Higher Learning Commission** (HLC)
- WASC Senior College and University Commission* (WASCUC) & Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)
- Southern Association of Colleges and School Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education*** (MSCHE)
- New England Commission on Higher Education (NECHE)

Accreditation and Student Outcomes

March 15, 2024

Biden Administration Wants Accreditors to Set Benchmarks For Student Outcomes

Advocates have argued for years that accreditors aren't doing enough to ensure that students get the education they're paying for.

About Assessment

From Northwest Commission on Colleges and Universities (NWCCU)

The institution articulates its commitment to student success, primarily measured through student learning and achievement, **for all students**, with a **focus on equity** and closure of **achievement gaps**, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators.

The institution's programs are consistent with its mission and **culminate** in identified student outcomes leading to degrees, certificates, credentials, **employment**, or transfer to other higher education institutions or programs.

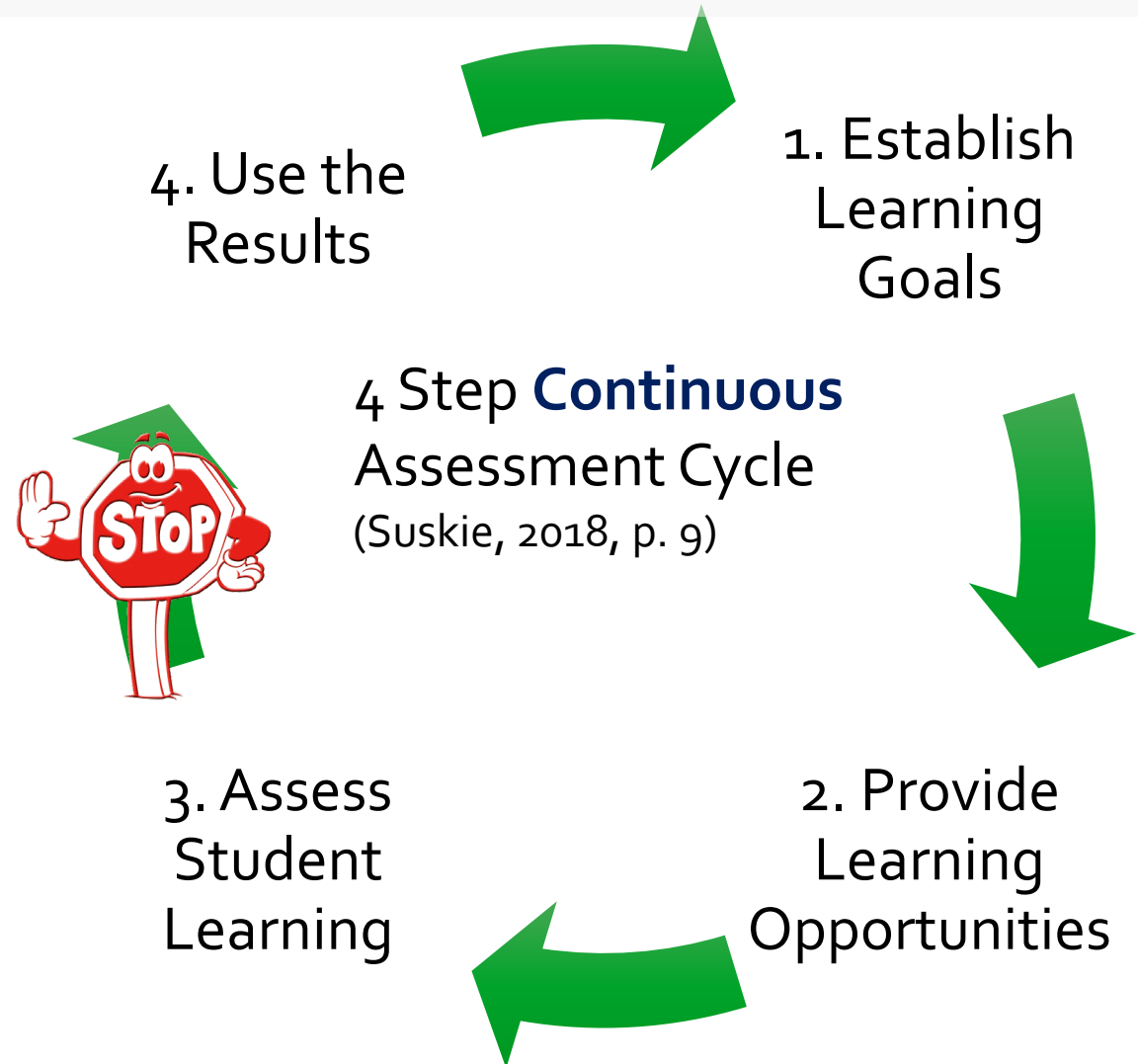
Programs are systematically assessed using meaningful indicators to assure currency, **improve teaching and learning strategies**, and achieve stated **student learning outcomes for all students**, including **underrepresented students and first-generation college students**.

<https://nwccu.org/accreditation/standards-policies/standards/>

Source: <https://www.insidehighered.com/news/government/2024/03/15/accreditors-may-have-set-student-achievement-benchmarks>

Assessment Loop...?

Assessment is a systematic process of gathering, analyzing, and interpreting evidence to determine the extent to which outcomes meet established expectations (*Suskie, 2018*).



More Information About before we really discuss “Resetting” Assessment

Nevada State is...

- ✓ **New Majority:** first-generation students (33%), Dreamers, adults with college credit but without college degrees (17%, 35+ years old), students of color (>51%), immigrants, and those maneuvering from poverty (28% Pell Grant Recipients).
- ✓ Only TEACHING 4-year university in Nevada
- ✓ Recently converted from College → University in Summer 2023 with intro of 3 graduate programs
- ✓ Heavy dual enrollment (part time, high school): 2,500 students; ~4,000 students on ground
- ✓ 20 years old...right during age of Assessment Revolution!

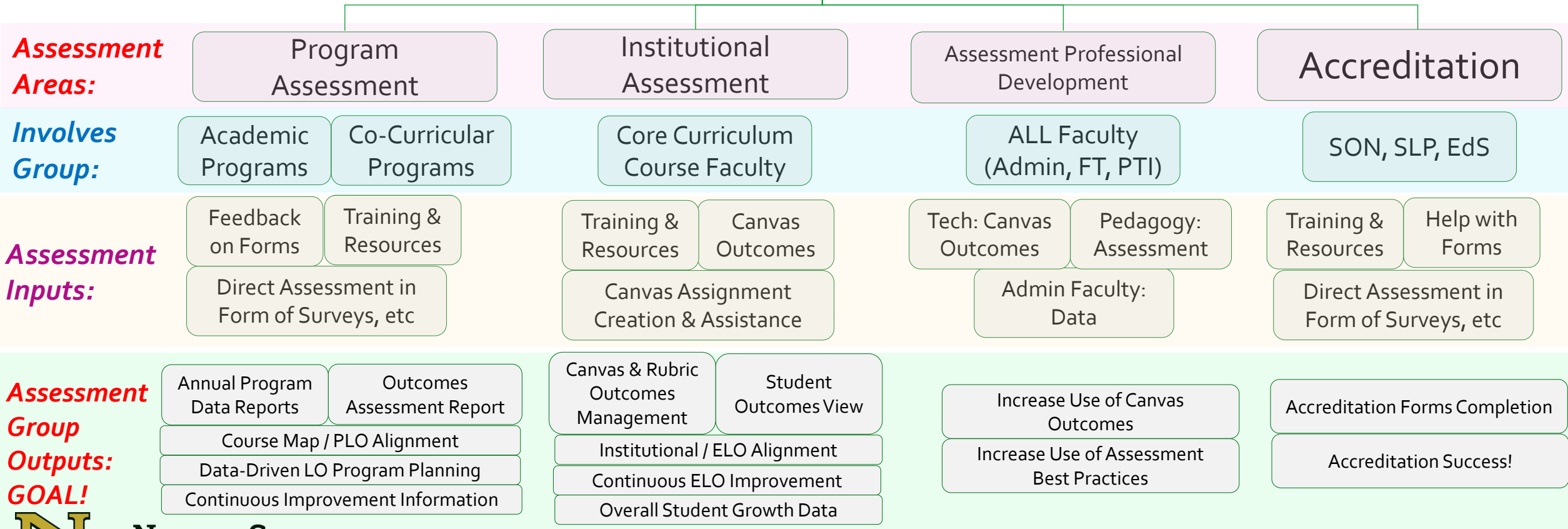
Reset Pause

In what ways would you establish Assessment Practices at a college similar to the one I described?
Have any of you had similar experiences?

Establish Assessment Goals, Inputs, Outputs


My Assessment “Unit” Map

Nevada State Assessment



= IMPROVE Student Outcomes!

Create Forms & Faculty Aligned Shared Documents

 Program Learning Outcome Course Map	
Implementation Year	
Degree Program	
Degree Level (BA, MA, etc.)	
Date Submitted	
Assessment Committee Members	
Program Mission Statement	
Program Learning Outcomes	
Upon completion of the program, the student will be able to:	
PLO 1	
PLO 2	
PLO 3	
PLO 4	
PLO 5	
PLO 6	
PLO 7	
PLO 8	
PLO 9	
<small>Directions:</small>	
<small>• On the map below, indicate with an X which course will align with a given program learning outcome. For some programs that have less program learning outcomes, it may be beneficial, to indicate the level of attainment instead. For example, "B" for Beginner, "I" for Intermediate, and "A" for Advanced. This will help as you map learning outcomes with assessments in the assessment plan.</small>	

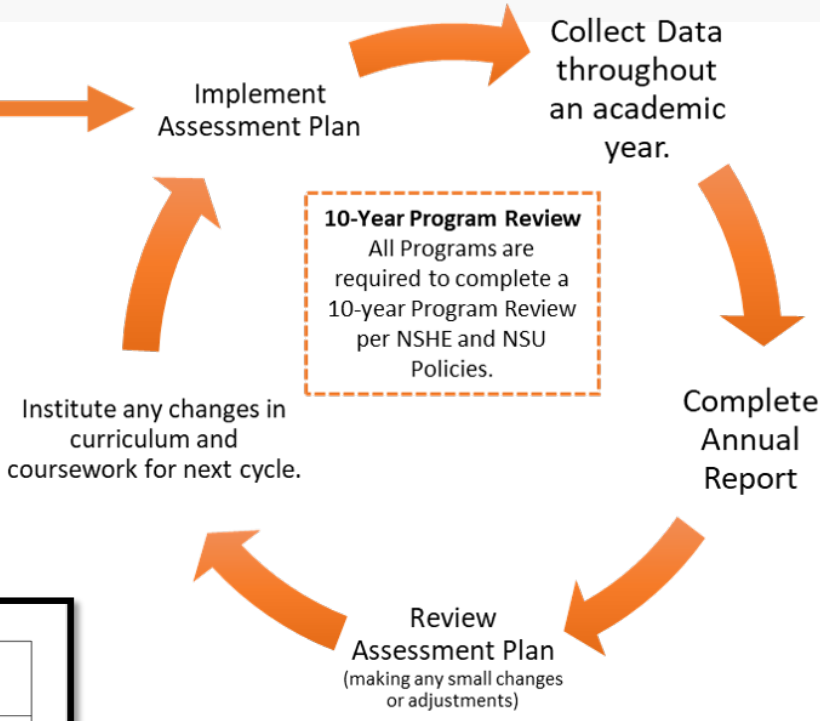
Develop Nevada State Program

- Establish Mission Statement
- Establish Program Learning Outcomes
- Establish Curriculum Mapping aligning PLOs to courses

Time Frame: Beginning of 10-year cycle or at beginning of program

		PLO 7	PLO 8	PLO 9

Nevada State Major Program Assessment Plan		
Learning Outcomes / Mission Goals in this Program		
upon completion of the program.		
Methods to Be Used to Assess Whether Students are Achieving Outcomes / Goals	Performance Targets	Implementation Schedule



10-Year Program Review
All Programs are required to complete a 10-year Program Review per NSHE and NSU Policies.

Revise Demo

If you like the shared Document and you use Microsoft Products, email me to get access to this template to download

[\(Example\) TEMPLATE- Program Assessment SHARED](#)

RENEW! Essential Learning Outcomes for Institution Mission

- ✓ **Twelve NEW** Essential Learning Outcomes established and implemented in Fall 2021
- ✓ Rubrics were created by NS faculty, based on AACU Value Rubrics in Summer 2021 (<https://nevadastate.edu/academics/provost/core-curriculum/elos-rubrics/>)
- ✓ **Two ELOs** are required in each Core Curriculum Course. A system for choosing assignment and ELO is maintained by Provost AVP.
- ✓ Prior to Fall 2023, **no outcomes assessment planning** was completed.

WHAT IS THE CORE CURRICULUM?

The Core Curriculum is the foundation of your academic journey at Nevada State. These classes will help you think critically about complex topics, communicate effectively to various audiences, participate in your community as an informed citizen, and thrive in a rewarding career.

Each class in the Core Curriculum helps students master what we call the **12 Essential Learning Outcomes**, which are organized into three categories:

- CRITICAL THINKING**
 - INFORMATION LITERACY**
The ability to identify, locate, skeptically evaluate, and effectively and ethically use information to inform a decision or solve a problem.
 - INQUIRY AND ANALYSIS**
A process of refining our understanding of issues, objects, and works through a cycle of questions and evaluation.
 - LIFELONG LEARNING**
An understanding of the process of learning (learning how to learn) and recognizing your own level of knowledge and motivation to learn.
 - QUANTITATIVE REASONING**
The ability to create meaning from numeric data by making appropriate logical inferences, and also communicating those ideas to others.
- COMMUNICATION**
 - CO-CREATIVE PROBLEM SOLVING (TEAMWORK)**
The ability to actively work with others to develop creative solutions and move us toward a better world.
 - CREATIVE EXPRESSION AND AESTHETICS**
The development of skills for creating works in a particular medium and the study of art in various movements, styles, or periods.
 - ORAL COMMUNICATION**
The ability to communicate purposefully in a variety of social contexts and situations.
 - WRITTEN COMMUNICATION**
The ability to develop and express ideas through writing, including communicating to diverse audiences through various genres and mediums.
- COMMUNITY ENGAGEMENT**
 - CIVIC KNOWLEDGE AND ENGAGEMENT**
Learning about your community and the democratic processes that will help you engage at the local, state, and/or national scale.
 - CRITICAL LITERACY**
The ability to identify, interpret, reimagine, and remake socially constructed concepts like power and bias that operate through texts, images, and practices.
 - DIVERSITY, EQUITY, AND INCLUSION**
An understanding of power and privilege within cultural and social identities, systems, and institutions.
 - ETHICAL REASONING**
Thinking critically about the nuances of right and wrong human conduct.

Institutional Assessment Progress (2021 to Now)

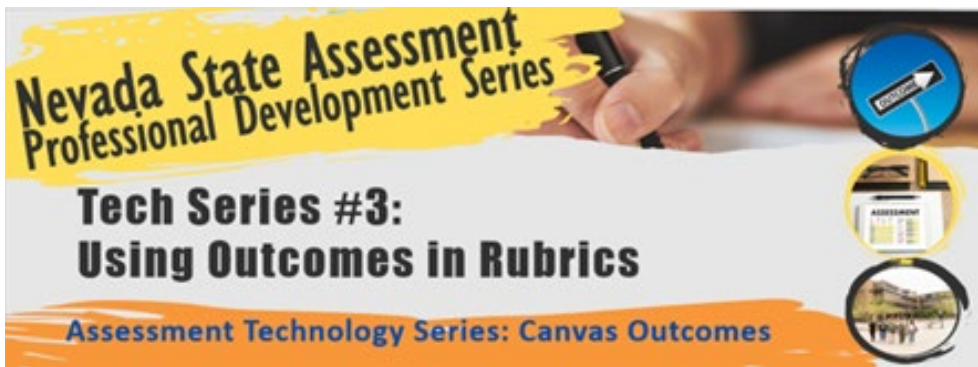
For ELO Outcomes Assessment:

- ✓ **ELO Course Matrix** aligning ELOs to courses was created.
- ✓ All ELOs have been added to Canvas using **Canvas Outcomes** to allow for Rubric Management within Canvas LMS System. This allows for outcomes reports to be seen by faculty, admin, and **individual students!**
- ✓ Example of Data from one class in Fall 2023 Pilot →

<p>1.4 Information Literacy: Use Information Effectively and Ethically to Accomplish a Specific Purpose</p> <p>Nevada State University ELO Information Literacy Information literacy is the ability to identify, locate, skeptically evaluate, and effectively and ethically use information to inform a decision or solve a problem. Sub-Outcome: Use Information Effectively and Ethically to Accomplish a Specific Purpose threshold: 3 pts</p>	<p>4 pts Exemplary - Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</p>	<p>3 pts Proficient - Communicates, organizes and synthesizes information from sources. Intended purpose is achieved, and information is used appropriately.</p>	<p>2 pts Emerging - Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. May contain limited instances of fragmented or inappropriately used information.</p>	<p>1 pts Developing - Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</p>	<p>0 pts No Evidence</p>	<p>4 pts</p>
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Course Prefix and Course Numbers	Average of outcome score	Count of outcome score
WMST	3.15	120
101	3.15	120
1.1 Information Literacy: Critically Evaluate Information	3.60	5
1.2 Information Literacy: Critically Evaluate Sources	3.60	5
1.3 Information Literacy: Attribution of Information	3.00	5
1.4 Information Literacy: Use Information Effectively and Ethically to Accomplish a Specific Purpose	3.60	5
11.1 Diversity, Equity, & Inclusion: Diversity, Equity, and Inclusion	3.32	25
11.2 Diversity, Equity, & Inclusion: Intersectionality	2.84	25
11.3 Diversity, Equity, & Inclusion: Privilege, Oppression, and Liberation	3.00	25
11.4 Diversity, Equity, & Inclusion: Allyship	3.20	25
Grand Total	3.24	173

'RENEW' with Canvas Outcomes – Why Stop with ELOs?



All SOE InTASC Standards Outcomes 1 Outcome

InTASC 2(a) Learning Differences, Performances

InTASC Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

Example Assignment Template:

INEQUALITIES & LABOR PAPER

Give some thought to some of the economic inequalities discussed in our textbook and within the course as a whole. When we start to narrow down the issues that effect economic inequality, there's clear intersection with regards to many identities, including gender, race, sexuality, and (of course) class so class mobility is one of the biggest issues within the United States. This assignment is on the shorter side, so you're going to want to select something very specific to analyze in your paper. The wage gap, for instance, is going to be a massive topic, but narrowing that down to how the wage gap impacts the mental health of women would give you something a little more specific to analyze.

- Ensure that your topic is clear - and explicitly discussed within economic inequality.
- Engage with intersectionality and how an intersectional approach may shift your topic's focus or change what elements are highlighted. (Incorporate discussion of other identities - race, class, sexuality, etc. - how does it change your discussion or add complexity?)
- Provide background information as necessary (such as history of a movement associated with your topic or laws that help or oppress) - make sure to provide supportive documentation.
- Discuss changes you would implement within your topic (within society, the legal system, business practices, etc.) that would support the marginalized group you're analyzing?

Instructions

You should construct a 3-4 page double-spaced paper. This paper should follow APA or MLA formatting and referencing/citation standards, including double spacing and a separate reference page. No abstract is needed if using APA formatting. If you use resources in your discussion, be sure to cite them and use a reference page.

Some possible topic ideas could include but is not limited to:


- In what ways does the wage gap impact the mental health of women?
- In what ways does transgender discrimination impact the economic opportunities of trans Americans?
- In what ways might the stereotype of men as economic providers impact the mental health of men?
- In what ways could economic inequality impact the educational opportunities for K-12 children?
- In what ways might someone who has immigrated to the United States face economic inequality?
- In what ways does health care highlight economic inequalities? (If you decide to go in this direction, consider a specific area of health care such as maternity, emergency care, dental care, etc.)

Nevada State Core Curriculum and Essential Learning Outcomes (ELO)

This course is a part of [Nevada State Core Curriculum](#) therefore, it is required to support at least two [Essential Learning Outcomes](#). This assignment specifically aligns with the following essential learning outcome and its appropriate rubric:

- [Diversity, Equity, and Inclusion \(D\)](#)

The student, in an effort to assess their overall outcome attainment throughout their experience at Nevada State, will be assessed by their instructor using the rubric within the assignment. The student can view their outcome scores within the grading comments. In addition, the student should be able to use outcome scores from previous courses and outcomes (if applicable) looking at the [Lesson Standard Guidelines](#).

NOTE: The rubric outcome components with this icon  are NOT scored as points in the overall rubric; therefore, they will not affect your assignment grade or course grade.

Accessible Rubric PDF Download: [Inequalities and Labor Assignment Rubric](#)

This area is the assignment specifics written by the instructor. This assignment is from the original ELO plan approved with Provost Office. Any complete assignment changes will need to be approved by the Provost office for ELO alignment again. Any edits to the assignment such as point breakdown and smaller assignment details can be edited by instructor in this section if the main assignment remains intact.

This area is universal in all ELO rubrics. All of this area should not be edited or changed. This will allow for consistency between courses in the ELO-aligned assignments.

At the bottom, an accessible PDF is provided for the student of the rubric and assignment information, if applicable.

Example Canvas Rubric:

Criteria	Rating	Pts
Topic is Clear	4 pts 4 3 pts 2 pts 1 pt	50 pts
Intersectionality Discussion	4 pts 4 3 pts 2 pts 1 pt	20 pts
Research from Peer-Reviewed Sources	4 pts 4 3 pts 2 pts 1 pt	25 pts
Discussion and Intersectional Core Application	4 pts 4 3 pts 2 pts 1 pt	20 pts
Formatting (Page length, margins, font/color)	4 pts 4 3 pts 2 pts 1 pt	20 pts
Writing Quality & Inclusion Standards (APA/MLA) Nevada State Core Curriculum Goals and Outcomes Nevada State Diversity, Equity, and Inclusion Standards Goals	4 pts 4 3 pts 2 pts 1 pt	10 pts
Research Quality & Inclusion Standards Nevada State Core Curriculum Goals and Outcomes Nevada State Diversity, Equity, and Inclusion Standards Goals	4 pts 4 3 pts 2 pts 1 pt	10 pts
Writing Quality & Inclusion Standards Nevada State Core Curriculum Goals and Outcomes Nevada State Diversity, Equity, and Inclusion Standards Goals	4 pts 4 3 pts 2 pts 1 pt	10 pts
Writing Quality & Inclusion Standards Nevada State Core Curriculum Goals and Outcomes Nevada State Diversity, Equity, and Inclusion Standards Goals	4 pts 4 3 pts 2 pts 1 pt	10 pts
Writing Quality & Inclusion Standards Nevada State Core Curriculum Goals and Outcomes Nevada State Diversity, Equity, and Inclusion Standards Goals	4 pts 4 3 pts 2 pts 1 pt	10 pts

This upper portion of the rubric is created by the instructor and carries the points for the assignment. This can be edited at any time and does NOT affect the ELO assessment!

Anything with this target sign does NOT have a point value and is considered an Outcome (ELO). This portion of the rubric is NOT able to be edited or changed in any way. The components are copied directly from approved ELO rubrics taken from this website: <https://nsc.edu/academics/office-of-the-provost/elos/>



'RENEW' with Canvas Outcomes – Why Stop with ELOs? New Quizzes

Nevada State Assessment Professional Development Series

Tech Series #4: Using Outcomes in New Quizzes, Part 1

Assessment Technology Series: Canvas Outcomes

Align Outcomes to Quiz

AACN 2.1b Demonstrate compassionate care.

Title

Canvas Outcomes Example Quiz 1: Nursing Lab Skills

Instructions

For each process, students should look at each skill and do a self-evaluation on how they think that they performed on this lab skills assessment. If they know that the students KNOWS that they did not complete a portion, the students should describe ONE way where they can improve.

1 Essay CARING BEHAVIORS & PREPARATION/EDUCATION (15 points MAX)

CARING BEHAVIORS & PREPARATION/EDUCATION (15 points MAX)

- Correctly verifies medication for administration based on provided data (RIGHT drug, RIGHT time) (3 POINTS, CRITICAL CRITERIA, NO PARTIAL CREDIT)
- Correctly verifies route and dosage as proper for administration (RIGHT dose, RIGHT route) (3 POINTS, CRITICAL CRITERIA, NO PARTIAL CREDIT)
- Correctly and aseptically prepares medication, room, & patient (3 POINTS, CRITICAL CRITERIA, NO PARTIAL CREDIT)

Options

- Show on-screen calculator
- Rich Content Editor
- Spell-check
- Show Word Count
- Set Word Limit

Grading Notes

Align to Outcomes (3)

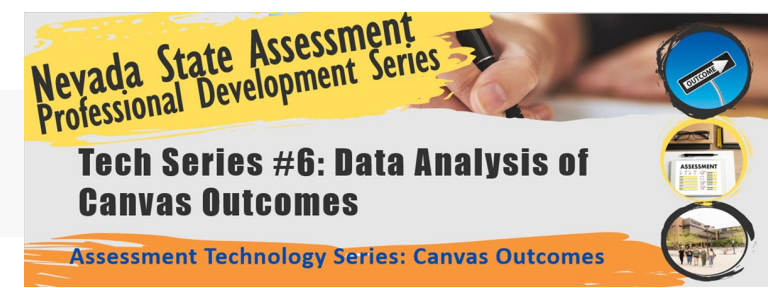
- Lab Skills 1.1 Correctly verifies medication for administration
- Lab Skills 1.2 Correctly verifies route and dosage
- Lab Skills 1.3 Demonstrates THREE caring behaviors

Item Banking

15 Points

Cancel Done

'RENEW': Data Analysis of Canvas Outcomes



» Time to **Close the Loop!** This last workshop will demonstrate how an individual instructor can pull data to inform practices on what is happening with their students.

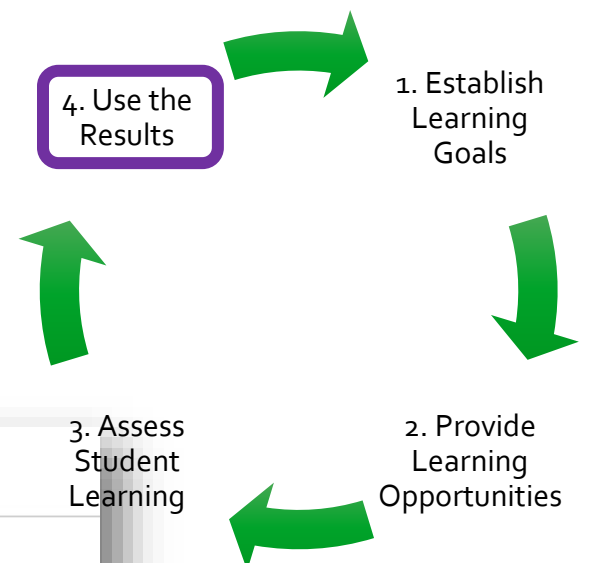
LEARNING MASTERY GRADEBOOK

- ✓ Location of the Outcome Data
- ✓ Instructors can: Export Data or View Data
- ✓ Students have ability to see their own outcomes too!

NS Assessment Faculty Development > Grades

Learning Mastery Gradebook ▾

Course average ▾	2.7 /3 ■		4.5 /5 ■	3.6 /3 ■
Students ⋮	Lab Skills 1.1 ...	Lab Skills 1.2 ...	Lab Skills 1.3 ...	AACN 2.1b D...
Test Student	3 /3 ■		5 /5 ■	4 /3 ■
Joachim Agamba	2.4 /3 ■		4 /5 ■	3.2 /3 ■



These are all added in differently on how they want to be presented or collected! Instructor can choose outcome measurements or "Proficiency" Levels...to a certain degree.

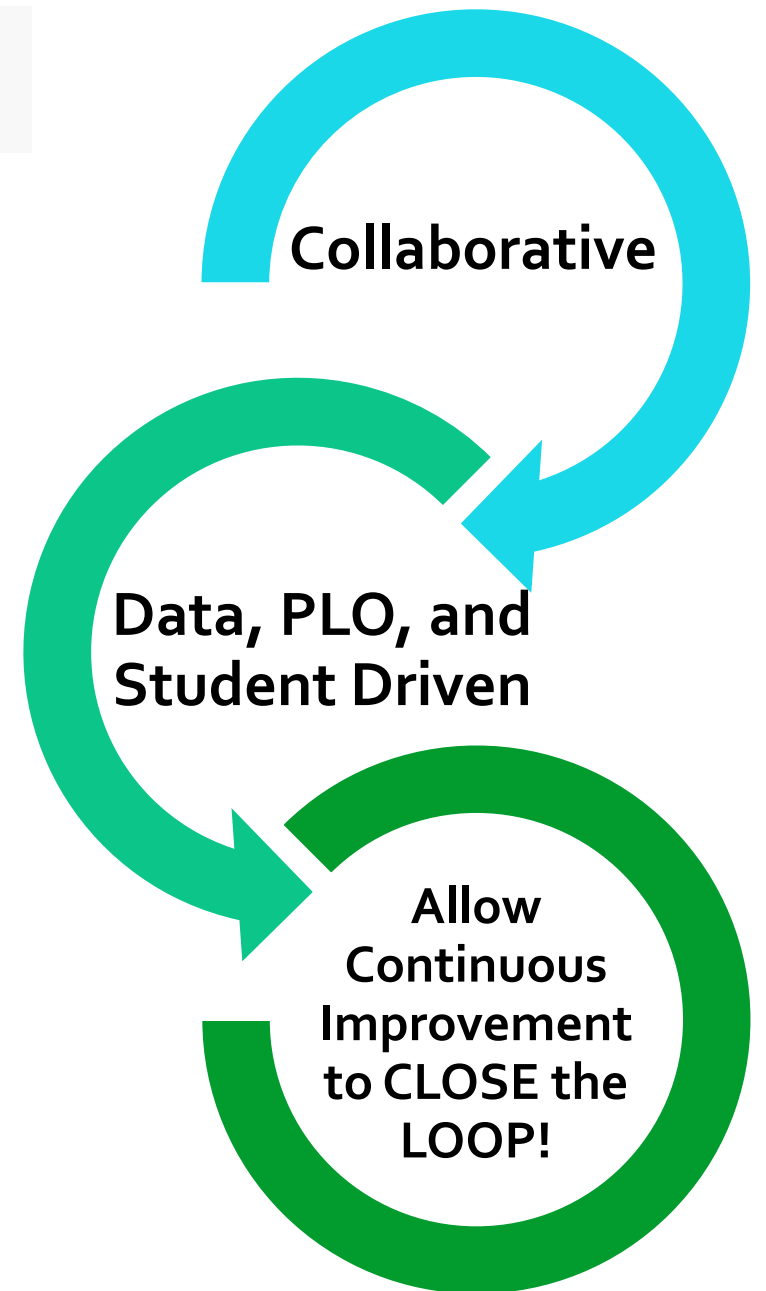
Renew Demo

About Workshop Series:

- ✓ Each workshop is only 30 minutes each.
- ✓ Have 1 synchronous 'activity' crazy 30 minutes, but if faculty cannot attend...there is asynchronous option.
- ✓ Additional support after for pedagogy!
- ✓ Future support on program-level data management

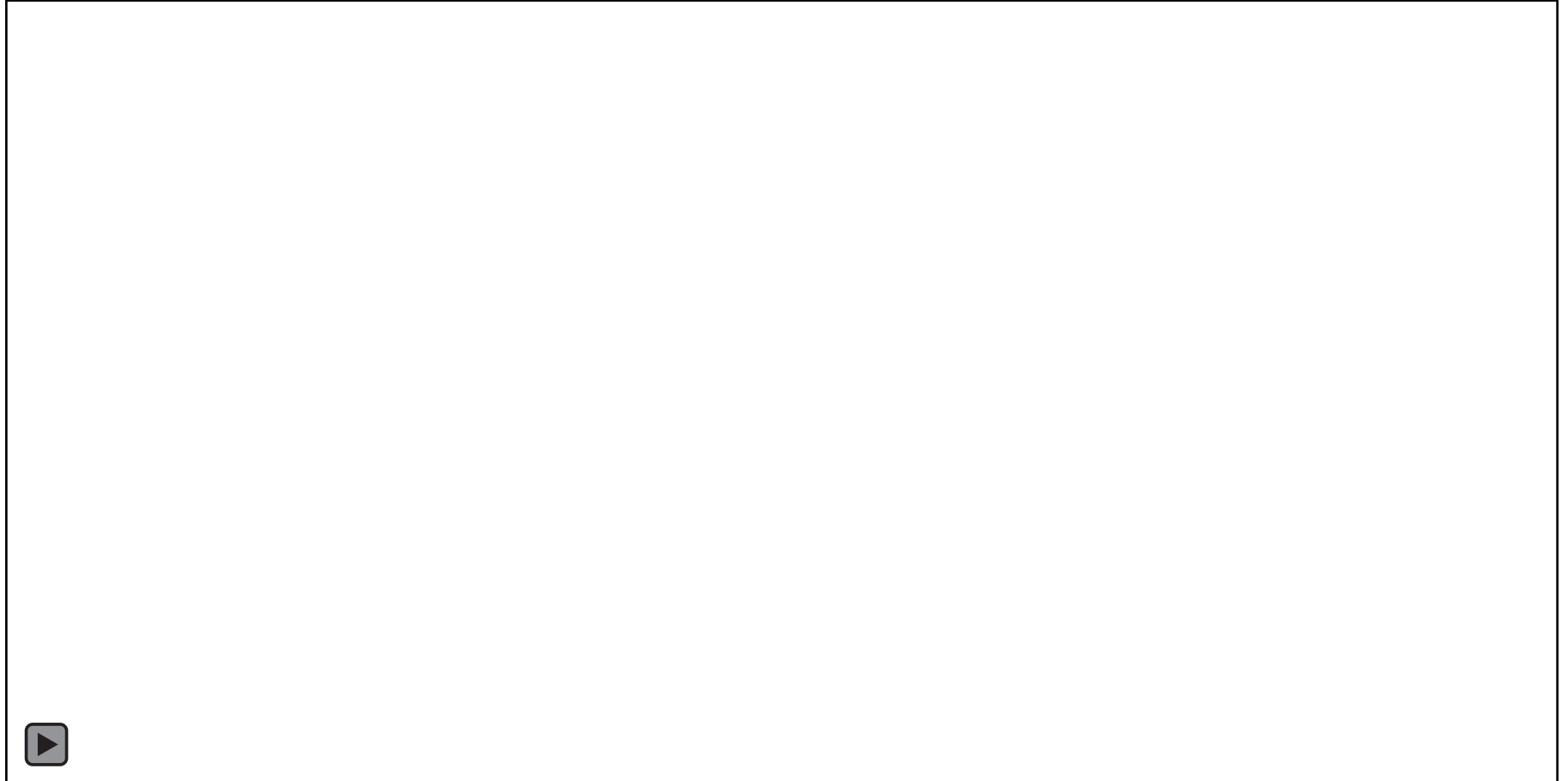
Reset, Revise, and Renew for Everyone...Programs, Adjunct, Co-Curricular!

- ✓ Professional Development Opportunities should NOT be limited to only faculty in programs.
- ✓ Co-Curricular, Student Success, and Library Teams are joining in the crusade of renewing assessment, too!
- ✓ In the following slides are other ways to incorporate easy quick, techie ways to Reset, Revise, and Renew Assessment!



Renew with Data!

- ✓ Provide Walk-Throughs on Difficult Dashboards for Data-Driven Results
- ✓ My favorite is [ScreenPal](#) (formerly Screencast-o-matic).



Revise Demo

Demo: Using Chat-GTP to improve learning outcomes

❖ Demo: Using Chat-GTP or another AI source will help with improving your learning outcomes.

Be careful for AI, they are NOT always the best at:

- ✓ **Choosing the Best, Measurable Verbs.** AI likes to use verbs like 'understand' and 'appreciate' still. Be careful and make your best judgement.
- ✓ **Keeping it succinct and not overly verbose.** AI likes to be showy. You can always tell it reword more succinctly and it does a pretty good job! Remember, only one verb per outcome.
- ✓ **Figuring out different context without you giving more info.** Providing more course information in the AI will give it the opportunity to give you more ample generation of relevant information.
- ✓ **Always making complete sense.** Always review the learning outcome. Oftentimes, it is best to rework the sentence, but AI will always help you with the base sentence.

AI and Assessment Demo

❖ Demo: Using Chat-GTP or another AI source will help with improving your learning outcomes.

Demo #1:

- **In the chat, write a course, some topics in the course, and major assignment.**

- **A prompt to add to AI:**

Write 5-6 course learning outcomes on...

Format the course outcomes as a numbered list. Each outcome should be one sentence. Begin each outcome by using a strong and measurable verb. Use only one verb per outcome. Don't use the words understand, understanding, appreciate.

Demo #2:

- **In the chat, add a course learning outcome that you would like changed.**

- **A prompt to add to AI:**

Rephrase and expand on this learning outcome:

The outcome should be using a strong and measurable verb. Use only one verb per outcome. Don't use the words understand, understanding, appreciate.


AI and Assessment ❖ Demo: Using Chat-GTP or another AI source will help with Demo Screenshot improving your learning outcomes.


Demo #1: In the chat, write a course, some topics in the course, and major assignment.

- Write 5-6 course learning outcomes on....Format the course outcomes as a numbered list. Each outcome should be one sentence. Begin each outcome by using a strong and measurable verb. Use only one verb per objective. Make each outcome student-centered. Avoid using jargon if possible. Don't use the words understand, understanding, appreciate.


Demo #2: In the chat, add a course learning outcome that you would like changed.

- A prompt to add to AI:
Rephrase and expand on this learning outcome: The outcome should be using a strong and measurable verb. Make each outcome student-centered. Avoid using jargon if possible. Don't use the words understand, understanding, appreciate.

 **You**
Write 5-6 course learning outcomes on a biology course in human anatomy that focuses on nervous, endocrine, cardiovascular, and respiratory systems only. Within these systems, the focus is on the organs and their anatomical features and NOT on physiology. Format the course outcomes as a numbered list. Each outcome should be one sentence. Begin each outcome by using a strong and measurable verb. Use only one verb per objective. Make each outcome student-centered. Avoid using jargon if possible. Don't use the words understand, understanding, appreciate.

 **ChatGPT**

1. Identify and differentiate the anatomical structures of the nervous system, including the brain, spinal cord, and peripheral nerves.
2. Describe the anatomical features of the endocrine system, such as glands and their hormone-secreting mechanisms.
3. Demonstrate the ability to locate and describe the anatomical components of the cardiovascular system, including the heart, blood vessels, and major arteries and veins.
4. Recognize and categorize the anatomical features of the respiratory system, focusing on the lungs, trachea, bronchi, and alveoli.
5. Analyze the interconnections between the nervous, endocrine, cardiovascular, and respiratory systems through the identification of shared anatomical structures and pathways.
6. Apply anatomical knowledge to interpret and explain common medical imaging techniques used to visualize the nervous, endocrine, cardiovascular, and respiratory systems.

 **ChatGPT**
Analyze the physical nature of genetic data, integrating understanding of DNA and RNA structures, transmission mechanisms, and their pivotal roles in inheritance phenomena.

Collaborative Learning, Using PD and Sharing Documents

- ❖ Use the document provided,
 - ❖ **Directions:** Add Name (or Course Name) to the first column of one person in your group. Add entire course learning outcome AS IS – no editing. Then work through it using the [Bloom's Taxonomy Table Diagrams](#), ABCD Diagram (above), and Chat-GTP to come up with new wording. Talk about in group. Do more than 1 if you can from other disciplines. If you forget your CLOs or don't have your own CLOs, look at the next page for some examples to work from! In 15 minutes, we will discuss.

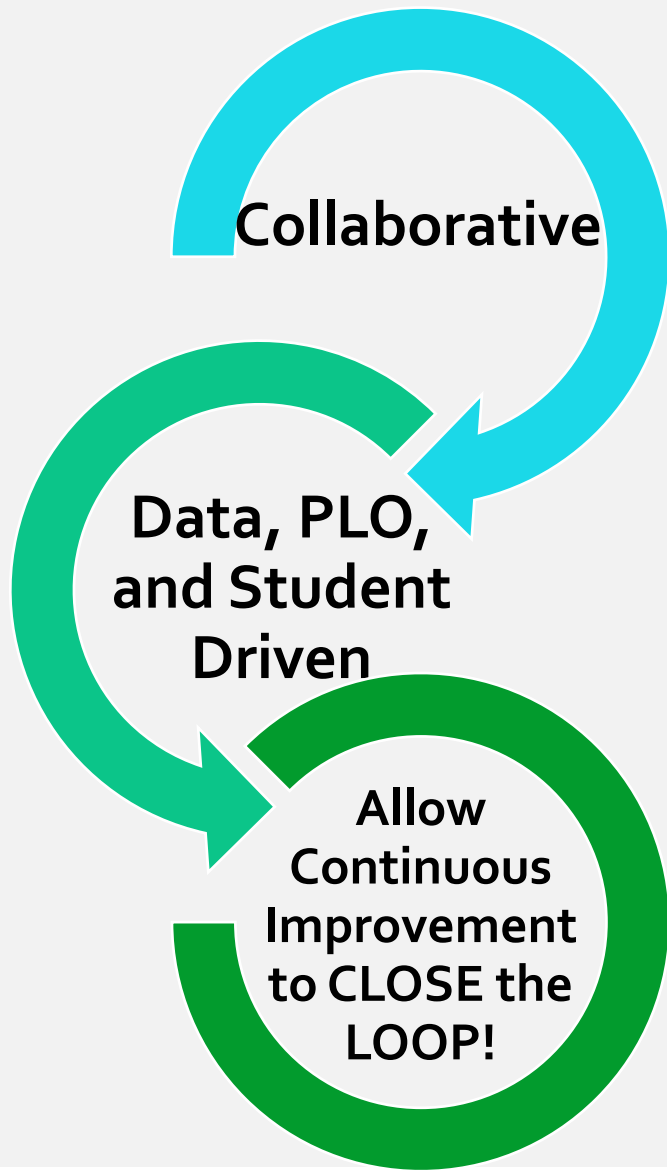
Workshop Participant Name or Course Name	Audience	Behavior	Condition	Degree or Manner of Assessment
Definition	Who is this learning outcome meant for?	Measurable Action Verb HERE – what do we want them to do?	Under what circumstances or conditions?	To which level of efficiency / effectiveness?
Example	The students will be able to	demonstrate	the qualities of compassionate care of being a nurse	by self-reflective and preceptor assessments during clinicals.
Original CLO 1: Your Name Here!	The Original CLO Here...			
Updated CLO 1: Your Name Here!	The students will be able to			

Nevada State is Changing...

Institutional Effectiveness has seen a marked increase in the number of uses in data dashboards since I have assisted with the **Reset, Renew, and Revise** of Assessment.

All programs have created measurable, attainable program learning outcomes WITH assessment plans being implemented in upcoming school year guided by those learning outcome.

All programs are set with Continuous Improvement outlooks – as they look to their data for enrollment, student, and faculty data.



NEVADA STATE
UNIVERSITY

Thank You!

Questions?

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Some Free Online Microsoft Resource Links:

1. [Excel Program Planning Template](#) (Slide 11)
2. [Creating Learning Outcomes Group Activity](#) (Slide 24)
3. [Backwards Design Workshop](#) (Bonus)