Using Assessment in High Impact Practices to Break Down Academic Silos for 21st Century Learning
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UNIVERSITY OF NEW MEXICO
Public, Four-Year
Hispanic Serving Institution
Land Grant University
Carnegie Very High Research Institution

FALL 2015 ENROLLMENT:
20,251 Undergraduate Students
(includes 3,327 First-Year Students)
6,037 Graduate Students

Backward Mapping
(Weir, 2009)
- What do you value?
- What do you want students to demonstrate as a result of their learning?
- How are you going to get them there?
- How is assessment going to be incorporated into your pedagogy?

Backward Design
(Wiggins & McTighe, 1998)
Step 1: Identify Desired Results
Step 2: Determine Acceptable Evidence
Step 3: Plan Learning Experiences

Backward Mapping High Impact Practices:

Step 1: Determine Desired Results:
- Balance between “Workforce Ready” and “Developing Community of Knowledge Creators”
- Not “Soft” Skills but, Essential Skills
  - 4 C’s of 21st Century Education: Critical Thinking, Collaboration, Communication, Creativity
  - Employer stated skills gap: Self-Direction/Initiative, Professionalism/Work Ethic, Leadership (ABEC, 2014)
  - Habits of Mind (Costa & Kallick, 2000)
- Increased GPA & Retention
- Student Need (Introduction to Higher Education)
- Institutional Need (Accreditation, funding decisions)
- Learning Outcomes

High Impact Practices (HIPs) (Kuh, 2008)

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Step 2: Use Instrument to Define and Refine Program Goals
- Association of American Colleges & Universities (AAC&U) to create Student Learning Outcomes
  - Intellectual and Practical Skills
  - Personal and Social Responsibility
  - Integrative And Applied Learning

Step 3: Assess Your Process and Progress
- Which HIPs are you doing?
- Who needs to be at the table?
- Who receives the data and why?
- How long have you been using your current assessment?
- Where are the HIPs housed?
- Who are the gatekeepers?
- Are you obtaining the data/information you want?
- How has your program improved/changed from obtaining the data?
**Step 4: Begin the Cycle!**

**An Implementation Example:**

1. Advisory Council decided what they wanted students to know, feel, and do in HIPs.
2. Create HIP Assessment Advisory Committee.
   a. Implementing AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics
3. Enrollment Data
4. Student Feedback:
   a. Pre Semester benchmark
   b. Mid-Semester touchpoint
   c. End of Semester Evaluation
5. Instructor Feedback:
   a. Pre-Semester Assessment Plan
   b. Post-Semester Assessment Report
   c. Classroom Observations
6. Attend Assessment Retreats on your campus
7. HIPs Assessment Booklet
8. *Tell Everyone Over and Over!* Sharing Info with Stakeholders
   a. President, Provost, Deans, Chairs; Academic Advising Directors; Branch Campuses; Student Leaders; Faculty Institute; Advisory Committee; High Schools; University, State, and National Conferences

**References**


Universities, Association of American College and. *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*. 10 April 2013.

