Change Agents in a Digital World—Supporting Students in the New Normal

Tuesday, May 17, 2022 from 1:00 - 2:00 PM ET

Session Presenters

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Session Outcomes

- Explore how *Universal Design for Learning (UDL)* can be integrated into courses and co-curricular activities to make learning accessible to all students
- Identify what *Prior Learning Assessment (PLA)* is and how it can serve as an alternative assessment to support returning-to-learning students
- Identify strategies to aid in the redesign of accessibility plans
- Determine how *technology* can be support UDL and PLA as initiatives at your institution
Agenda

- Introduction & Context (5 min)
- Supporting students in the new normal (10 min)
- Prior Learning Assessment (10 min)
- Employing UDL (15 min)
- Review of CAST UDL Rubric
- Application of UDL to your course
- Portability of Learning (5)
- What Will You Do When You “Go Home”? (5)
Montgomery County Community College

Overview

Student Enrollment
Fiscal year 2021 - 15,784 students
Spring 2022 enrollment of new students - 1284

Mid sized suburban community college, founded in 1964

Offers Associates degrees and certifications
- on campus, distance learning, workforce development programs

Location:
There are three campuses in Blue Bell, Lansdale and Pottstown in PA
30 minutes from Philadelphia

Assessment Process
Educational Effectiveness = Annual Program, General Education and Course Assessment
Institutional Effectiveness = Faculty Evaluation, Student Services, Enrollment and Financial Aid
Lincoln Land Community College

Overview

Student Enrollment
9700+ students in credit and non-credit courses
65% LLCC students are enrolled in transfer programs
22% LLCC student are occupational and vocational
Scholarship-Based Honors Program (Cohort Model)
Co-curricular associations

Location:
Springfield, IL (Capitol of Illinois)

Assessment Process
Faculty-led Learning Outcomes Assessment Team (LOAT)
General Education Program Assessed using AAC&U VALUE Rubrics
Interest in High impact practices (HIPs)
Institutional Effectiveness 2.0 in Action

Together, we are supporting a comprehensive approach to Institutional Effectiveness

Connect the dots. See the big picture.

Helping institutions achieve their mission in a measurable and sustainable way.

heliocampus.com
Institutional Effectiveness = Student Success + Financial Sustainability

HelioCampus Portfolio for Institutional Effectiveness

Decision Support & Analytics
- Drive Student Success & Grow Revenue
- Understand the Sustainability of Academic Programs
- Manage Costs & Streamline Operations

Benchmarking Consortium
- Manage Academic & Administrative Spend
- Benchmark Against Peers
- Measure Stakeholder Satisfaction with Surveys

Assessment & Credentialing
- Unify Student Learning Outcomes Assessment
- Streamline Curriculum Management
- Verify Skills & Recognize Achievements

Communities of Practice
We Serve 163 Institutions in 39 States and Canada*

*Across all 3 business lines: AEFIS, Benchmarking, and Decision Support
AEFIS Unified Platform for Assessment & Credentialing — Capabilities

### Unify Student Learning Outcomes Assessment
- Curriculum Mapping + Outcomes Alignment
- Outcomes Assessment + Evidence Collection
- Annual Assessment Planning + Reporting
- Accreditation Reporting + Self-Study
- Course Evaluation + Feedback

### Streamline Curriculum Management
- Curriculum Management
- Course + Syllabus Mapping
- Faculty Activity + CV
- Strategic Planning

### Experiential Learning
- Outcomes Transcript + Competency Portfolio (CLR)
- Badging

### Verify Skills & Recognize Achievements
Supporting Learners and Institutions - In the New Normal

**ACTIVE**

**Compliance**
- Department/Discipline Driven
  - Accreditation, Evidence Collection

**Decentralized Assessment**
- College/School Driven
  - Outcomes Alignment, Curriculum Management

**Continuous Improvement**
- Institution Driven
  - Institutional Effectiveness
  - Equity
  - Effectiveness of Online Learning
- Regional Accradiator Driven
  - Data Collection
  - Comprehensive Goal Mapping

**Lifelong Learning**
- Lifelong Learning
  - Personal Experiences, Prior Learning, Licensure / Exams, Skills and Credentials, Digital Credentials

**Student Success**
- Enrolled / Matriculated Students
  - Learning Outcomes Assessment, Authentic Learning, Curricular and Co-Curricular, Skills Acquisition
- Post-Graduation
  - Competencies, Skills Acquisition

**Expanding role of Assessment as a Campus-Wide Initiative**
The University of the Future

1. Learning pathways mapped to learner needs and skills gaps
2. Offering many on and off ramps
3. Responsive to the learner
Introduction to Prior Learning Assessment (PLA)

Access to degree-completion pathway for students with interrupted or no post-secondary education

Students get a head start towards degree completion; shortens the time taken to achieve the degree

Students first consult regarding credit transfer and then with a regular student advisor

Students vary vastly in terms of background

Credit transfer process is highly individualized
Multiple options for assessing educational and professional preparation

- Course transfer / participation in registered apprenticeship program
- CLEP exam, DSST exams, AP placement, IB Diploma Program, NOCTI
- Individualized PLA involving faculty evaluations
- Special subject exams, Portfolios etc.

All options remained open throughout the pandemic
Prior Learning Assessment (PLA) - Outcomes at MCCC

- Students are allowed to transfer in up to 45% of the credits needed for a degree
- Number of credits transferred can be as few as 6 but often as high as 24
- Post PLA based enrollment, students are integrated into the system and continue their academic pursuits like any other students.
- The time taken off from to achieve a degree can be one or more semesters.
Are you using a form of PLA at your institution?
UDL Progression Rubric

Provide multiple measures of:

1. Engagement
2. Representation
3. Action and Expression

Source: Based on the CAST UDL Guidelines (2018)
Katie Novak & Kristan Rodriguez

Principles of UDL in Your Course

Engagement

1. Provide options for recruiting interest
   Autonomy, Learner Choice, Relevance, Safe Learning Space

2. Provide options for sustaining effort and persistence
   Transparency of learning goals, choice of resources, collaboration/community, feedback

3. Provide options for self regulation
   promote expectations, coping skills, metacognition/reflection
Principles of UDL in Your Course

Representation

1. Provide options for perception
   Multimodal learning (visual, auditory, kinesthetic) and differentiation of learning

2. Provide options for language, mathematical expressions, and symbols
   Materials to enhance student learning, diagrams, strategies/clues, translations, options for building comprehension

3. Provide options for comprehension
   Background knowledge checks, chunking of information, highlighting key concepts, strategies for synthesis, modeling, alternate assessment
Principles of UDL in Your Course

Action and Expression

1. Provide options for physical action
   Access to coursework, production of work (iPads, voice software, video, assistive tech)

2. Provide options for expression and communication
   Differentiate how students can demonstrate skills and outcomes, reflect on outcomes,
   alternative assessments, student feedback loops, scaffolding models

3. Provide options for executive functions
   Encourage student goal setting, choose appropriate supports, enable strategic planning,
   self monitoring and progress checks.
Application of UDL Through Alternative Assessment; High Impact Practices & Self Efficacy Scales

- Pandemic led to disruption
- Accidental UDL
- Student choice
- Collaboration with community

“How can I balance compassion I have for my students and the expectations of this course?”
HIPs at LLCC during a pandemic

https://www.llcc.edu/honors-program
SOC 101: Final Project

● **Step 1: Profile a Public Institution**

● **Instructions to Students**

  ○ For your profile you will need to gather at least the following information:
    1. Who does the institution serve (population and demographics)?
    2. How is the institution funded? Taxes? Donations? Fees?
    3. Who is the workforce? Professional? Volunteers?
    4. What are the biggest challenges currently facing the institution?
## Step 2: Analyze the institution’s Media and Messages

### Example of Student A Work

#### SOC 101: MEANS and MESSAGES Worksheet

Instructions: Please complete this worksheet in order to profile the means of communication and the messages being sent by your chosen not-for-profit or public institution. Be sure to indicate who the intended audience for each of the means/messages. You will need to work closely with your chosen institution to complete this worksheet. Means of communication will include traditional media (newspapers, radio, tv, etc.), Internet media (Websites, Direct contact (phone, mail and email), and Social Media (Facebook, Twitter, etc.) Messages are the types of information being conveyed through a particular type of media. There may be more than one message coming through the same channel.

<table>
<thead>
<tr>
<th>Means of Communication</th>
<th>Messages Being Sent</th>
<th>Intended Audience(s)</th>
<th>Who Creates the Messages?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Media, Internet media, Direct Contact</td>
<td>Good and Profitable School</td>
<td>Upper-class High schoolers, Undecided College Students, People wanting a Bachelor Degree</td>
<td>Faculty, Volunteers, Coaches, Students Attending LLCC, Academic headhunter</td>
</tr>
<tr>
<td>Traditional Media, Internet media, Direct Contact</td>
<td>Easy way to get GenEds done &amp; out of the way</td>
<td>Upper-class High schoolers, Undecided College Students, People wanting a Bachelor Degree</td>
<td>Faculty, Volunteers, Coaches, Students Attending LLCC, Academic headhunter</td>
</tr>
<tr>
<td>Traditional Media, Internet media, Direct Contact</td>
<td>Easy access to academic help (Math/Science – Tutoring)</td>
<td>Upper-class High schoolers, Undecided College Students, People wanting a Bachelor Degree</td>
<td>Faculty, Volunteers, Coaches, Students Attending LLCC, Academic headhunter</td>
</tr>
<tr>
<td>Traditional Media, Internet media, Direct Contact</td>
<td>IT available to help if needed</td>
<td>Upper-class High schoolers, Undecided College Students, People wanting a Bachelor Degree</td>
<td>Faculty, Volunteers, Students Attending LLCC, Academic headhunter</td>
</tr>
<tr>
<td>Traditional Media, Internet media, Direct Contact</td>
<td>Technology use available through library</td>
<td>Upper-class High schoolers, Undecided College Students, People wanting a Bachelor Degree</td>
<td>Faculty, Volunteers, Students Attending LLCC, Academic headhunter</td>
</tr>
<tr>
<td>Traditional Media, Internet media, Direct Contact, Social Media</td>
<td>Acceptable to anyone</td>
<td>Upper-class High schoolers, Undecided College Students, People wanting a Bachelor Degree, Everyone and Anyone</td>
<td>Faculty, Volunteers, Students Attending LLCC, Academic headhunter</td>
</tr>
<tr>
<td>Traditional Media, Internet media, Direct Contact</td>
<td>If you love playing sports - LLCC provides you will a 2 year full ride scholarship (50 free credit hours)</td>
<td>Upper-class High schoolers, Undecided College Students</td>
<td>Coaches, Student Athletes, Faculty &amp; Administrators</td>
</tr>
</tbody>
</table>
SOC 101: Final Project

- **Step 3**: Propose a Final Project in partnership with your institution using SMART Goals.
- **Example of Student A Work**
Reflections

How will the artifacts show evidence of learning?

- Reflections hold great promise to accessibly promote student growth.
- Reflections can be used in combination with other forms of assessment (such as portfolios) or as stand-alone assessments.
Reflection on Embedding UDL in Syllabus

1. **Engagement**
   - Student Choice and Autonomy

2. **Representation**
   - Transparency of Learning Goals, Community Collaboration

3. **Action and Expression**
   - Metacognition and Reflection
Embedding UDL

*What has been your experience, if any, with UDL?*
Meaningful Curriculum Mapping to Metacognition

**DIGITAL CATALOGS**
- **COURSES**
  - In-Class & Online Courses
  - [Source: Your Campus Systems OR AEFIS]
- **CO-CURRICULAR**
  - Co-curricular, Extra-Curricular & External Educational Experiences
- **DIGITAL CREDENTIALS**
  - Badges, Micro-Credentials & Digital Certificates
- **OUTCOMES**
  - ILOs, PLOs, CLUs, Skill Sets, Competencies & Standards
- **RUBRICS**
  - AAC&U VALUE & Custom Rubric Collections
- **ASSESSMENTS**
  - Key Assessments, Assignment Templates & External Assessment Sources

**PROGRAMS**
- **Curriculum 3.0**
  - Degree-, Micro-, Stackable-, Certificate- Programs
- **Program Mapping & Alignment**

**ACADEMIC EXPERIENCES**
- **Syllabus 3.0**
  - Program Aligned & Learner-Centered Syllabus
  - Authentic Assessment for Learning
    - Easy and Automated Direct Assessment Data Collection Methods
  - Lifelong learning
    - Prior Learning
    - Licensure / Exams (ie: ETS)
    - Other Institutions
    - Personal Experiences
    - Life Credits

**COMPREHENSIVE LEARNER RECORD (CLR)**
- **Authenticated Achievements**
- **Endorsed Achievements**
- **Self-Issued (Portfolios)**

• Career Platforms (i.e., Handshake)
• Other Institutions
• Licensure Requirements
• Personal Skills Wallets
• Social Media (LinkedIn)
Technology Standards to Support Your Diverse Assessment Needs

AEFIS holds IMS Global Learning Consortium Certifications Required for Advanced Integration with Campus Systems:

• Comprehensive Learner Record (CLR)
• Competencies and Academic Standards Exchange™ (CASE)
• Open Badges
• Learning Tools Interoperability® (LTI)
Digital Credentials Ecosystem

Comprehensive Learner Record
- Degrees
- Certifications
- Courses
- Micro-credentials
- Competencies

Secure, Digital, Verifiable Credentials

K-12
Lifelong Learning
Career Advancement
Higher Education
Military Service
Career
AEFIS IMS Active Certifications

- **Learning Tools Interoperability (LTI)**
  - Leveraging the power of direct assessment as part of institutional effectiveness reporting

- **Comprehensive Learner Record (CLR)**
  - Enabling portability of authentic assessment from all learning

- **Competencies and Academic Standards Exchange (CASE)**
  - Linking your curriculum to open, verifiable skills frameworks

- **Open Badges**
  - Metadata of what students can do
What Will You Do When You “Go Home”? 

- Engage your Center for Excellence in Teaching and Faculty Development Offices
  - Implementing Prior Learning Assessment
  - Offer resources and consultations for integrating UDL
- Reinforce curricular outcomes with partnerships within co-curricular programs
  - Writing Centers, Honors Programs, Student Affairs, Campus Librarians, Experiential Learning, Career Offices
- Connect with technology stakeholders and enlist partnerships with experts in the field
“How do we reach EVERY learner and teach them the skills of metacognition? That is the true question that educators want to answer.”

Danielle Hickey
Special Ed Teacher/SLE Coordinator, Ewing Public Schools

https://www.aefisacademy.org/call-for-curriculum-reform-metacognition-is-needed/
Your Accessibility and Assessment Resource Hub
Build on-ramps to individual learning at your institution!

https://www.aefisacademy.org/content-hubs/your-accessibility-and-assessment-resourcehub/

Featured Resources

Community Blog

Call for Curriculum Reform: Metacognition is Needed!

How do we reach EVERY learner and teach them the skills of metacognition? That is the true question that every educator wants to answer. I have worked with students ages 3-21 throughout my career as an educator...

Read More →
Works Cited

Works Cited


Q&A

Thank You!

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