

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

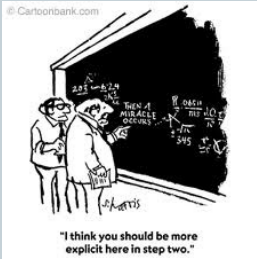
**Improving the Quality of Student Learning:
Student Learning Outcomes Assessment**

STACI PROVEZIS
FEBRUARY 8, 2011

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Setting the Context

- Policies and Reports
- Accreditation
- Growing Interest




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Overview of NILOA

NILOA's mission is to document student learning outcomes assessment work, identify and disseminate best practices, and support institutions in their assessment efforts.

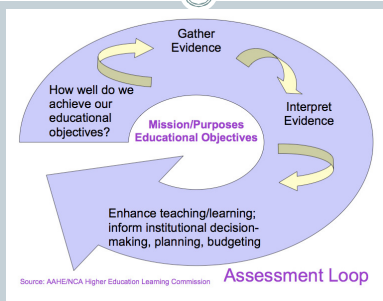


Definition

Assess: (v.): to examine carefully

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999, p. 4)

Definition (cont.)



Performance Indicators

- ✓ **learning outcomes**
- ✓ **educational attainment (persistence, graduation)**
- ✓ **course retention**
- ✓ **transfer student success**
- ✓ **success in subsequent courses**
- ✓ **degree/certificate completion**
- ✓ **graduate school**
- ✓ **employment/employer evaluations**
- ✓ **capacity for lifelong learning**

Assessment Tools

- **Direct (outcomes) measures**
 - Evidence of what students have learned or can do
- **Indirect (process) measures**
 - Evidence of effective educational activity by students and institutions



Measuring Quality in Higher Education

(Vic Borden & Brandi Kernel, 2010)

Web-based inventory of assessment resources. Key words can be used to search the four categories:

- instruments (exams, surveys, questionnaires, etc.);
- software tools and platforms;
- benchmarking systems and data resources;
- projects, initiatives and services.

<http://applications.airweb.org/surveys/Default.aspx>

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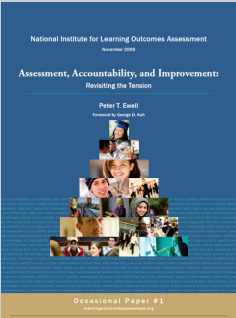
Assessment Purposes

Occasional Paper #1

Assessment, Accountability, and Improvement

Peter T. Ewell

Assessments of what students learn during college are typically used for either improvement or accountability, and occasionally both. Yet, since the early days of the "assessment movement" in the US, these two purposes of outcomes assessment have not rested comfortably together.



www.learningoutcomeassessment.org/OccasionalPapers.htm

Two Paradigms of Assessment		
	<i>Continuous Improvement</i>	<i>Accountability</i>
Strategic dimensions		
Purpose	Formative (improvement)	Summative (judgment)
Orientation	Internal	External
Motivation	Engagement	Compliance
Implementation		
Instrumentation	Multiple/triangulation	Standardized
Nature of evidence	Quantitative and qualitative	Quantitative
Reference points	Over time, comparative, established goal	Comparative or fixed standard
Communication of results	Multiple internal channels	Public communication, media
Use of results	Multiple feedback loops	Reporting
<small>Ewell, Peter T. (2007). <i>Assessment and Accountability in America Today: Background and Context. In Assessing and Accounting for Student Learning: Beyond the Spellings Commission.</i> Victor M. H. Borden and Gary R. Pike, Eds. Jossey-Bass: San Francisco.</small>		

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What is the national picture of student learning outcomes assessment for colleges and universities?

- Survey Report
- Focus Groups
- Accreditation Study
- Web Scan Study
- Occasional Papers
- Case Studies

The facts are coming! The facts are coming!

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Survey Report

➤ Survey asked chief academic officers at all accredited 2 & 4 year colleges and universities about their assessment practices.

➤ Survey report “*More Than You Think, Less Than We Need*” released October, 2009

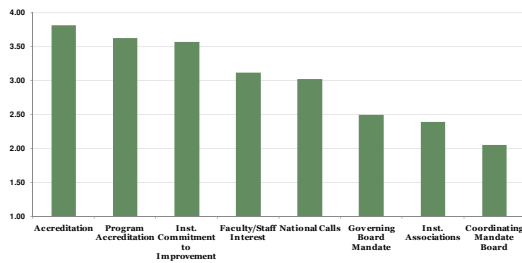
<http://www.learningoutcomesassessment.org/NILOAsurveyresults09.htm>

Report Summary

1. **Perhaps** more assessment underway than some acknowledge or wish to believe
2. More attention needed to using and reporting assessment results
3. Involving faculty is a major challenge
4. More investment likely needed to move from data to improvement

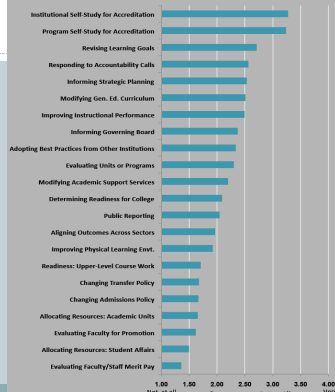
Assessment driven more by accreditation and commitment to improve than external pressures from government or employers

Assessment Drivers for All Schools



Accreditation tops the list for uses of assessment data.

Uses of Assessment Data for All Schools

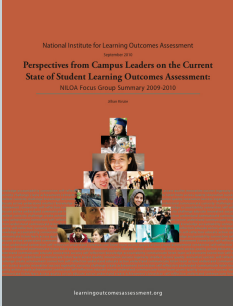


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Perspectives from Campus Leaders on the Current State of Student Learning Outcomes Assessment

Jillian Kinzie

This paper highlights lessons from four focus group sessions with campus leaders--presidents, provosts, academic deans and directors of institutional research from a variety of two- and four-year institutions-- regarding their perspectives on the state of learning assessment practices on their campuses.



<http://www.learningoutcomesassessment.org/Perspectives.htm>

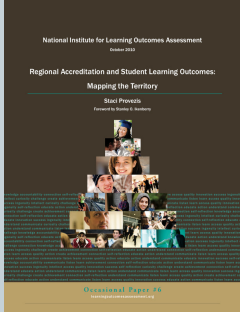
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Occasional Paper #6

Regional Accreditation and Student Learning Outcomes Assessment: Mapping the Territory

Staci Provezis

This paper examines the policies and procedures at each of the seven regional accreditation organizations, as they relate to student learning outcomes assessment.



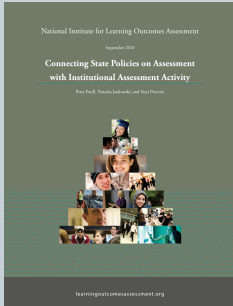
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Connecting State Policies on Assessment with Institutional Assessment Activity

Peter Ewell, Natasha Jankowski & Staci Provezis

Two national surveys—one at the state level and one at the institutional level—show that state policies matter to student learning outcome assessment activities at both public and private institutions.




<http://www.learningoutcomesassessment.org/NILOAstatestudy2010.htm>

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❖ **Eight “assessment active” states:**

Georgia	Rhode Island
Kentucky	South Dakota
Minnesota	Tennessee
Oklahoma	West Virginia



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Institutions in Assessment-Active States:

- ✓ Use general knowledge/ skills measures (CLA, CAAP, MAPP) 58% vs 38%.
- ✓ Use valid samples with national surveys (83% vs 58%)
- ✓ Use employer surveys (76% vs 62%) and employer interviews (57% vs 47%)
- ✓ Have common set of student learning outcomes (83% vs 76%)
- ✓ **No differences** between public and privates, transparency

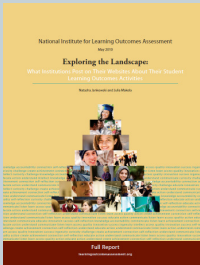
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***Exploring the Landscape:
What Institutions Post on
Their Websites About Student
Learning Outcomes
Assessment Activities***

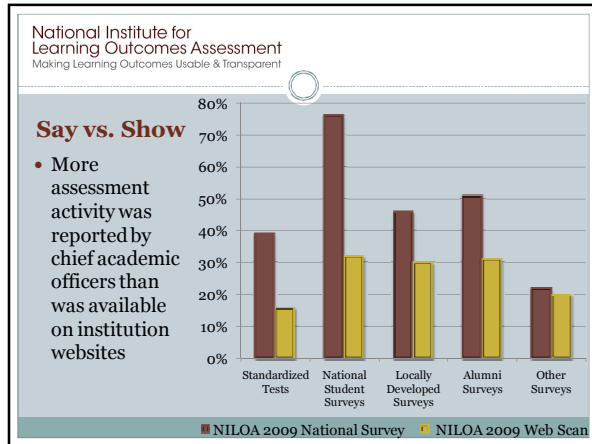
Natasha Jankowski & Julia Makela

Campuses report doing more assessment than they make accessible on their institutional websites. The typical institution shows only an average of two assessment activities. When information is posted, it is more often intended for internal institutional audiences

Web Scan Report



<http://www.learningoutcomesassessment.org/NILOAwebscanresults2010.htm>





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Improving Quality with Assessment

- Institutional Commitment
- Evidenced Based Decision Making
- Faculty Commitment
- Improved Transparency
- Less about Compliance, more about Quality

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