NILOA’s Provost Survey on Assessment Practices: Implications for IR

Jillian Kinzie, NILOA Senior Scholar
Natasha Jankowski, NILOA Assistant Director
Plan for this Session

• A bit about NILOA

• Surveying the landscape – Provost Survey findings

• Implications for IR

• Questions & Comments - What do these results suggest for IR?
NILOA 2013 National Survey of Chief Academic Officers
Fri, Jul 26, 2013 - 08:00 am

The 2013 national survey of Chief Academic Officers and institutional assessment practice is currently out in the field. Please take a few minutes to complete the survey if you have received an invitation. To see a copy of the survey, please click here.

Assessment: It's the Law
Thu, Jul 25, 2013 - 08:00 am
Colleen Fliherty in Inside Higher Ed

Starting this fall, Iowa’s three public universities will be required by state law to create formative and summative assessments and submit proposals for using assessment to improve student learning. Faculty members will be given flexibility in defining methods of measurement and learning outcomes that will best contribute to continuous improvement.

Applying the Kolb Experiential Learning Model (ELM) to Distance Learning
Wed, Jul 24, 2013 - 08:00 am
Eric T. Moore in Faculty Focus

Applying the Kolb Experiential Learning Model (ELM) to Distance Learning
NILOA

NILOA’s mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Occasional Papers
- Website
- Resources
- Newsletter
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning

www.learningoutcomesassessment.org
NILOA Resources:

Measuring Quality in Higher Education

http://apps.airweb.org/surveys/

Cross Example Analysis

National Institute for Learning Outcomes Assessment

Gaining Ground:
The Role of Institutional Research in Assessing Student Outcomes and Demonstrating Institutional Effectiveness

J. Frederichs Volkwein

Occasional Paper #11

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
2013 National Provost Survey

- Sample: All regionally accredited, undergraduate degree-granting institutions (n=2,732)
- Announced via institutional membership organizations, website, newsletter, mailing
- Online and paper
- 43% response rate (n=1,202)
- 725 schools participated in both 2009 and 2013
National Institute for Learning Outcomes Assessment

January 2014

Knowing What Students Know and Can Do
The Current State of Student Learning Outcomes Assessment in U.S. Colleges and Universities

George D. Kuh, Natasha Jankowski, Stanley O. Kennerly, & Jillian Kuhle

www.learningoutcomeassessment.org/knowingwhatstudentsknowandcando.html
Major Findings

1. Stated learning outcomes are now the norm.
2. The prime driver of assessment remains the same: expectations of regional and program or specialized accrediting agencies.
3. Substantially more student learning outcomes assessment is underway now than a few years ago, and the range of tools and measures to assess student learning has expanded.
How many different assessment approaches are used at institutions?

• In 2009, Provosts reported: 3

• In 2013, Provosts reported: 5

More assessment activity!
Most Valuable Assessment Approaches

The top three...

✓ Classroom-based assessment
✓ National Student Surveys
✓ Rubrics

What approaches to assess student learning are most valued on your campus?
To Ponder: Implications for IR

• What are the implications for IR offices if the most valuable source of data on student learning is classroom-based assessments?

• What does that mean for reporting, collecting, and connecting this data to various levels within the institution?
Major Findings cont.

4. Meeting accreditation expectations heads the list for how assessment evidence is used, but internal use by campuses is growing and is considered far more important than external use.

5. Provosts report substantial support on their campuses for assessment.
71% of Provosts reported that student learning outcomes assessment had substantial ("very much" + "quite a bit") support from their institution’s current organization and governance structures.

Support strongest at Associates and For-Profit institutions.
<table>
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<tr>
<th>Element</th>
<th>Not at All</th>
<th>Some</th>
<th>Quite a Bit</th>
<th>Very Much</th>
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<tr>
<td>Institutional policies/statements related to assess.</td>
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<td>Significant involvement of faculty in assessment</td>
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<td>Assessment committee</td>
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<td>Institutional research office and personnel</td>
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<td>Professional staff dedicated to assessment</td>
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<td>Prof. devel. opportunities for faculty and staff</td>
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<td>Student participation in assessment activities</td>
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<td>Significant involvement of student affairs staff</td>
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<td>Funds targeted for outcomes assessment</td>
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<td>Center for teaching and learning</td>
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<td>Assessment management system or software</td>
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<td>Recognition and/or reward for faculty and staff</td>
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<tr>
<td>Other</td>
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Variation in What’s Important for Support

• Assessment committees and institutional policies for assessment important across all institutional types
  • Publics – faculty/staff professional development activities more supportive elements
  • Privates -- teaching and learning centers less supportive of assessment activities
  • Public & For-profits -- assessment management system and recognition/rewards for faculty/staff involvement more supportive
  • Associates -- professional development opportunities for faculty/staff and faculty involvement more supportive
  • Doctorals -- teaching & learning centers, professional staff dedicated to assessment, and significant involvement of student affairs staff were more supportive
Overall priorities for support

- Priorities shifted slightly from 2009,
  - faculty engagement still key, but “better assessment measures” is less important than in 2009
- Most important in 2013:
  - more professional development for faculty (64%)
  - more faculty using the results (63%), and
  - additional financial or staff resources (56%)
To Ponder… Structure & Support

• What are the best roles for student affairs, centers for teaching & learning, assessment management systems?

• How integrated are assessment activities and functions? Where are possible partnership?

• Minor differences across the accreditation regions – possible policy/practice influence?

  • HLC campuses found assessment committees most important
  • WASC & SACS policy most supportive
  • SACS support in IR
  • WASC funds for support
Major Findings cont.

6. Institutions more frequently report assessment results internally than to external audiences.

7. In general, institutional selectivity is negatively related to assessment activity.

8. Faculty are the key to moving assessment forward.
Asked Provosts 2013: What Would Be Most Helpful to Assess Undergrad Student Learning?

1. More prof. developmt faculty/staff
2. Greater assessmt staff capacity
3. More SA involved in assessmt
4. More SA using results
5. Stronger admin support
6. More student particip. in assessmt
7. External funding
8. Info. on best practice
9. Greater sharing cross units
10. More opp to collaborate other instit.
11. More valid & reliable measures
12. More faculty involved in assessmt
13. More faculty using the results
14. Technologies
15. More resources $/staff
What would be most helpful as you assess undergraduate student learning?

- More prof. devlpmt faculty/staff
- More faculty using the results
- More Resources financial/staff
- Greater assessmt staff capacity
- Technologies
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- More opp to collaborate other...
- Other
Recap for IR

• IR is a vital element of assessment work!
• More is happening and people want data but are struggling to use it.
• Disconnect between institution, general education, program, and course-level data and mechanisms to collect and report information.
• Transparency is an area where everyone is a bit weak but hoping to improve.
Question...

What roles do you see for IR in assessing student learning?
IR Role in Assessing Student Learning (Volkwein, 2011)

- IR as decision support and organizational intelligence
- Report/monitor: inputs, processes, outputs, and outcomes
- Balance internal and external role
- Engaged in assessment at a variety of levels which involves a variety of measures

Some activity centralized in IR office – most activity is shared with other offices
Role of IR in Assessment

• Translator (between levels and people)
• Change management
• Reporting (internally and externally)
• Facilitate meaning-making (74%?)
• Story teller

Requires cultural understanding of the institution and political savvy
Questions and Discussion

• What do these findings suggest for IR functions related to student learning outcomes assessment?

• What would be most helpful as you assess student learning?

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Thank you!
EXTRA SLIDES
Trends and future directions

• Badges and competency-based education
• Course-based assessments (tons of data!)
• Record keeping for every student (transcripts)
• Reporting and sharing results (transparency)
• Enhancing use (beyond making changes)
IR is like cartography

- You can paint a picture with layers
- Historical census data
- Daily monitoring data
- Predictive modeling
- Strategic planning
- Comparative data
- Benchmarking
- Reporting
Thank you!

Website: www.learningoutcomesassessment.org/