

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



## A TRANSPARENCY FRAMEWORK:

HOW TO MAKE STUDENT LEARNING OUTCOMES RESULTS  
ACCESSIBLE TO EXTERNAL AUDIENCES

### Use of Learning Evidence

- Targeted to audience
- Provides examples
- Describes improvement
- Defines next steps

## STACI PROVEZIS

### Evidence of Student Learning

- Interpreted results
- Contextualized to institution
- Presented in a clear, concise manner

## AIR ANNUAL FORUM

MAY, 2011

### Statements

#### • Specific

### Common to All

- Clearly worded
- Prominently posted
- Updated regularly

- Descriptive
- Defines measures
- Easy

### Assessment Resources

- Easily downloaded

### Current Assessment Activities



# Overview

- **NILOA**
- **Accountability, Improvement & Transparency**
- **NILOA Web Scan Studies**
- **Transparency Framework**



## 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.

SURVEYS • WEB SCANS • CASE STUDIES • FOCUS GROUPS • OCCASIONAL PAPERS • WEBSITE • RESOURCES • NEWSLETTER • LISTSERV • PRESENTATIONS • TRANSPARENCY FRAMEWORK • FEATURED WEBSITES • ACCREDITATION RESOURCES • ASSESSMENT EVENT CALENDAR • ASSESSMENT NEWS • MEASURING QUALITY INVENTORY • POLICY ANALYSIS • ENVIRONMENTAL SCAN

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

[About Us](#)[Tools](#)[NILOA Resources](#)[Assessment Resources](#)[Event Calendar](#)[Accreditation](#)[FULL NAVIGATION >>](#)

## Welcome to NILOA

New to the website? [Click here](#) for a general overview.



May 2011 NILOA's ninth Occasional Paper, What faculty unions say about student learning outcomes assessment is now available.

[Occasional Paper 9](#)[Assessment Brief](#)[Framework](#)[Occasional Paper 8](#)[Occasional Paper 7](#)

### Featured pages

[Transparency Framework](#)  
[National Survey Results 2009](#)  
[Occasional Papers](#)  
[College & University Associations](#)  
[College & University Programs](#)



### Joliet Junior College

Joliet Junior College is NILOA's FW for its communication, navigation and creativity.

[In the News](#) | [Archive](#) | [RSS](#) [Join Our Email List](#)

### [Preparing Future Faculty to Assess Student Learning](#)

Wed, May 18, 2011 - 08:30 am  
Council of Graduate Schools (CGS)

The Council of Graduate Schools just released their latest publication, *Preparing Future Faculty to Assess Student Learning*. This monograph examines professional development programs designed to help current graduate students understand more about student learning outcomes assessment. Check out the press release [here](#).

### [NILOA May Newsletter Available](#)

Wed, May 18, 2011 - 08:00 am  
NILOA

Find out about the new reports that NILOA is producing along with recent news items about learning outcomes assessment in this month's newsletter.

### [NILOA Occasional Paper No. 9 - "What faculty unions say about](#)

# Transparency



- **Improvement**
- **Accountability**





## **NILOA Transparency Research**

### **Objective of Institutional Web Scans**

To understand what student learning outcomes assessment information institutions post on their websites and where they post it.

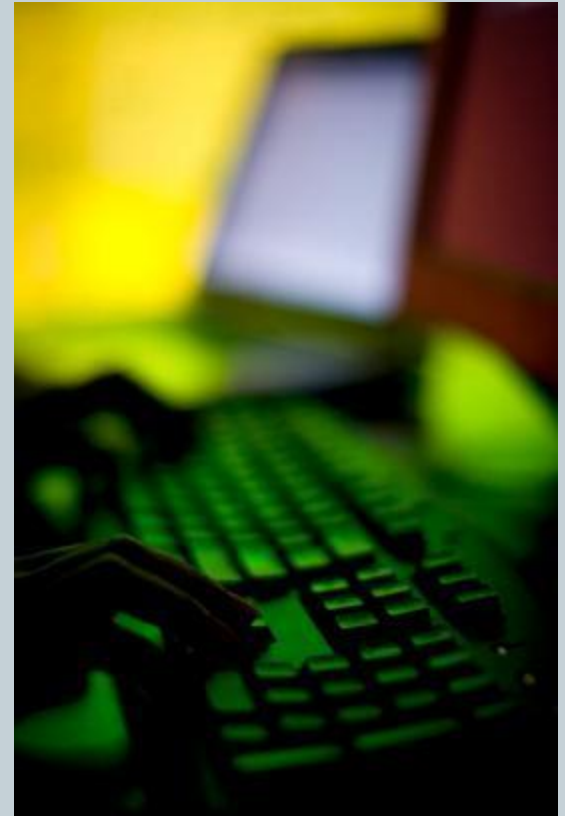


## ○ Method of Data Collection

- ✦ Systematic review of websites
  - Starter pages
  - 5 click rule
  - Record in database

## ○ Limitations

- Website changes
- Website access
- Website finances and structure



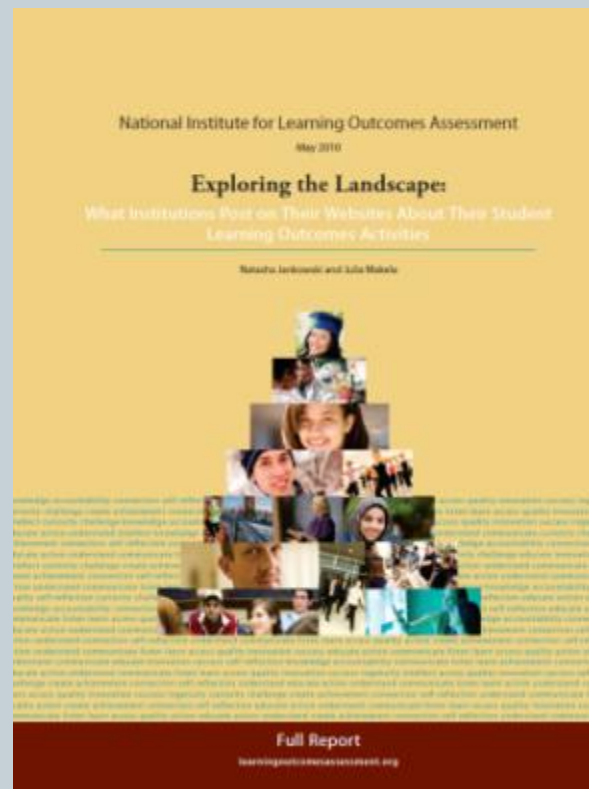
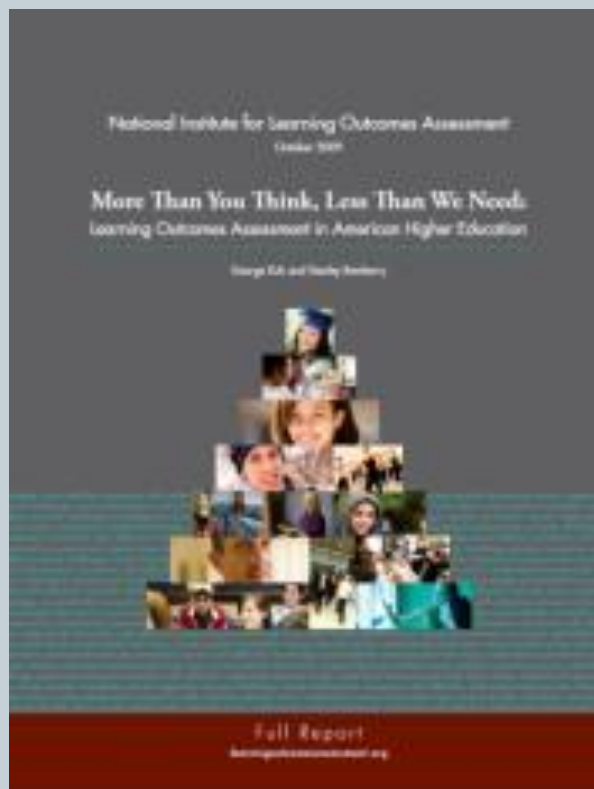


# Findings

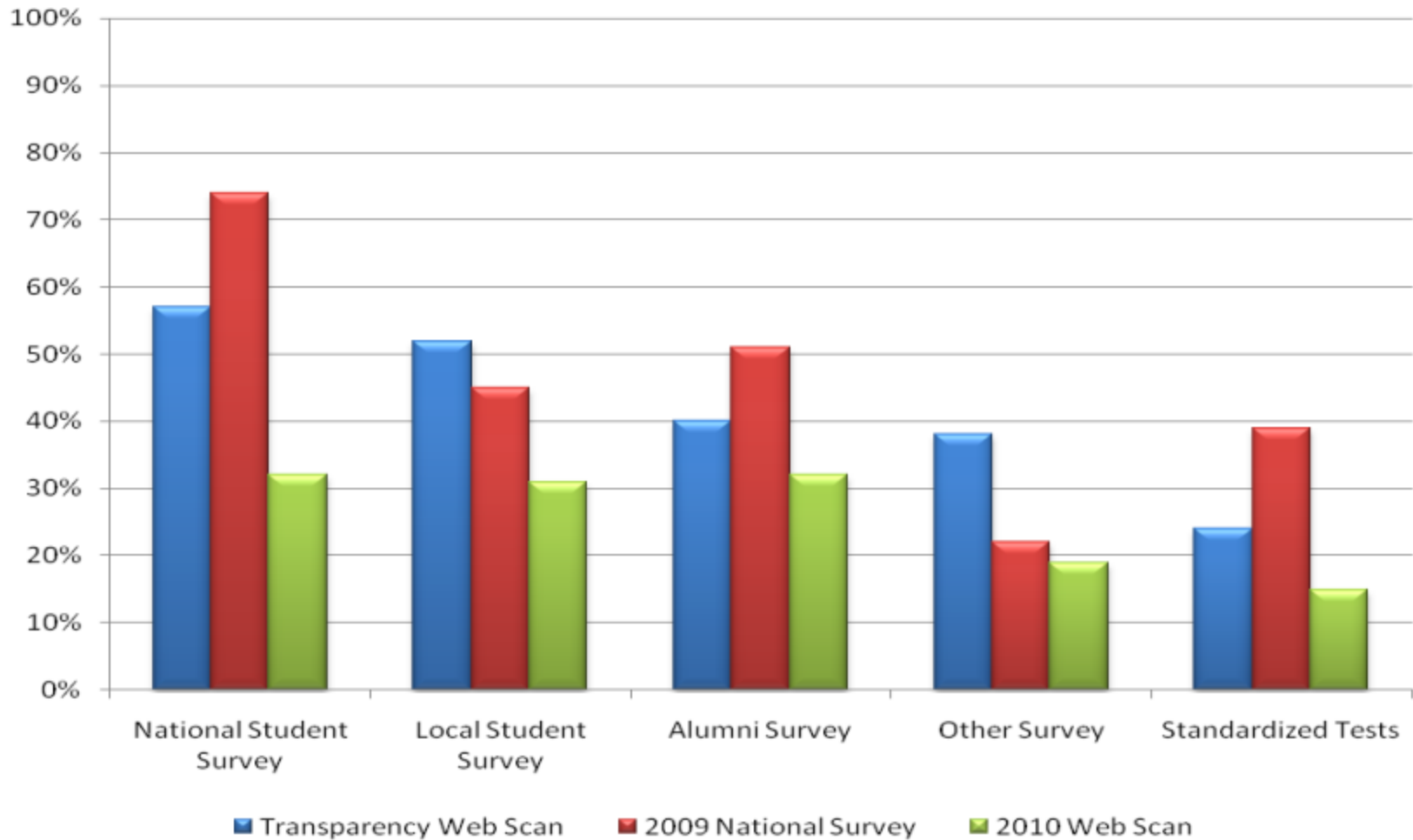




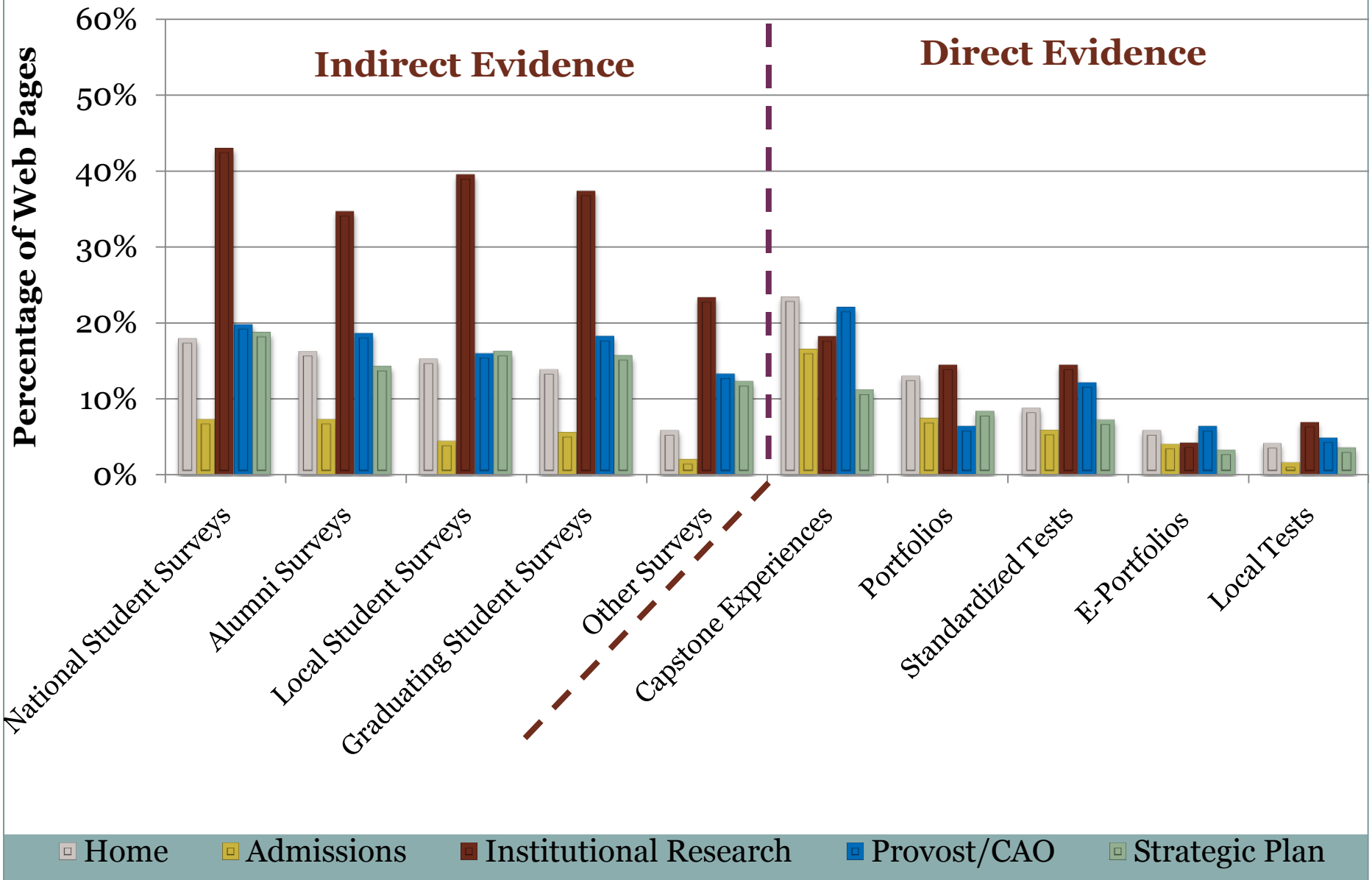
## Say vs. Show



# Comparison of Survey with Web Studies

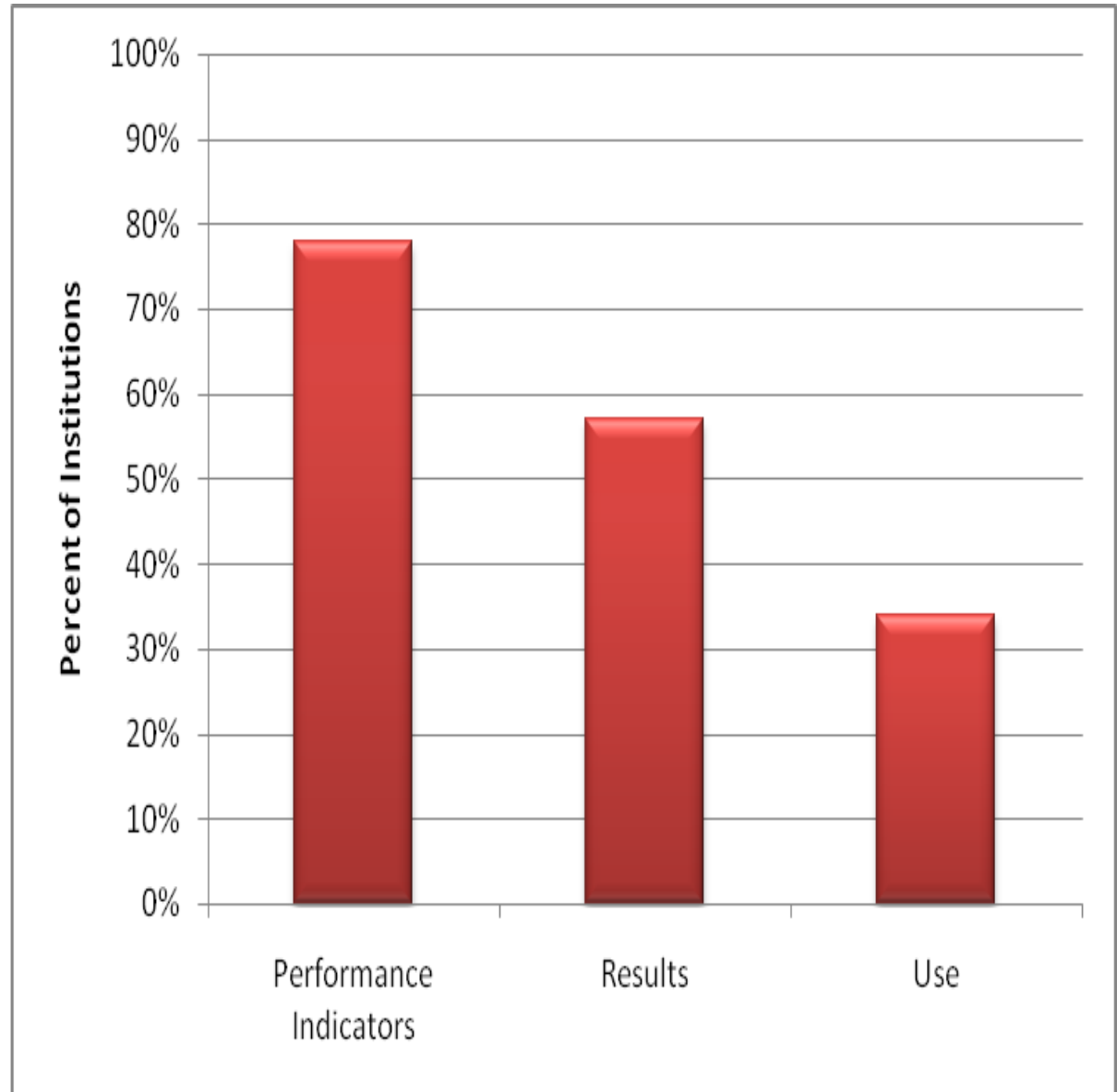


# Location (IR/Provost) & Audience (Internal)



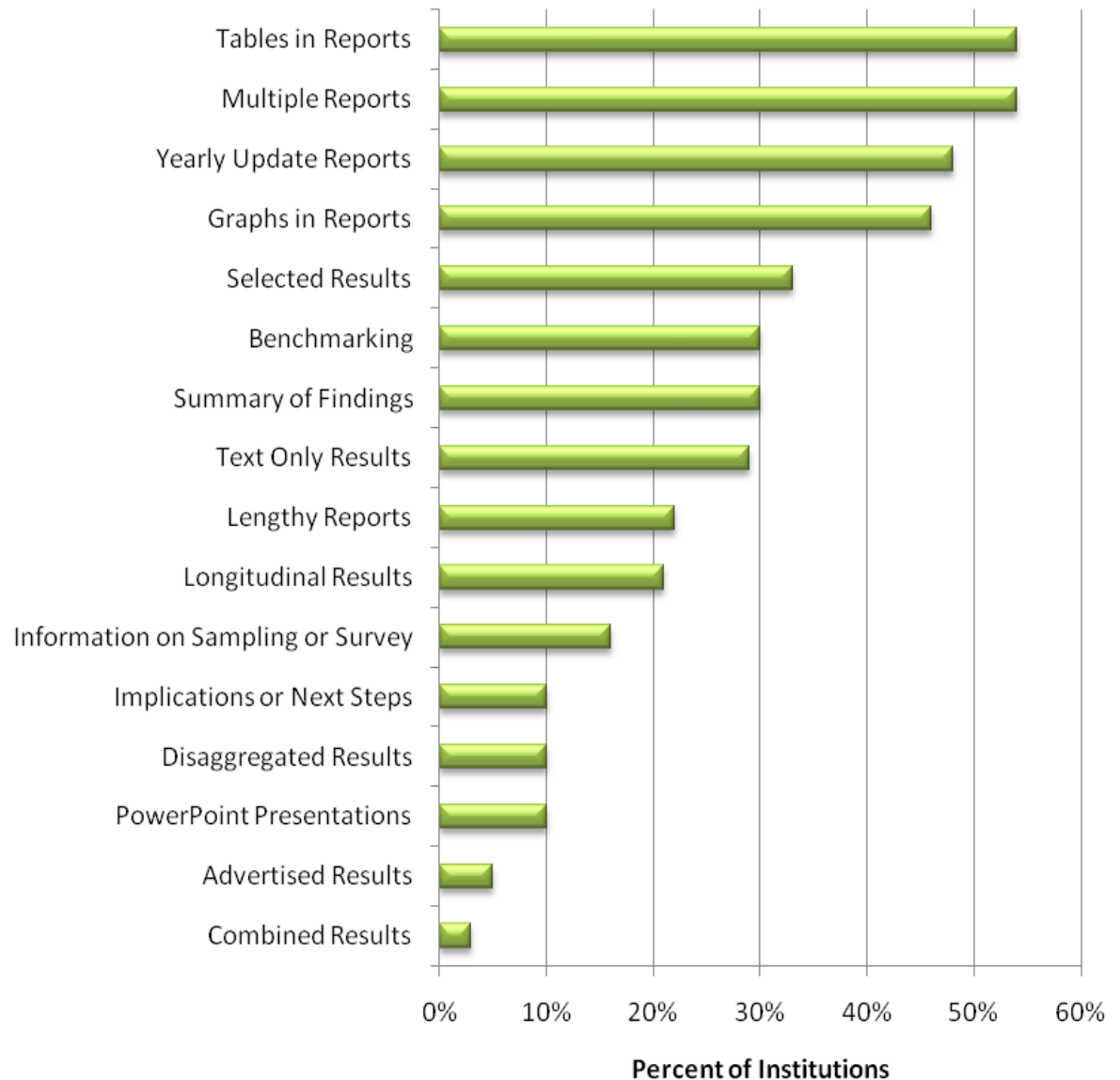
## Results & Use

Institutions are more likely to show performance indicators than assessment results, but are still showing results more than 57% of the time.



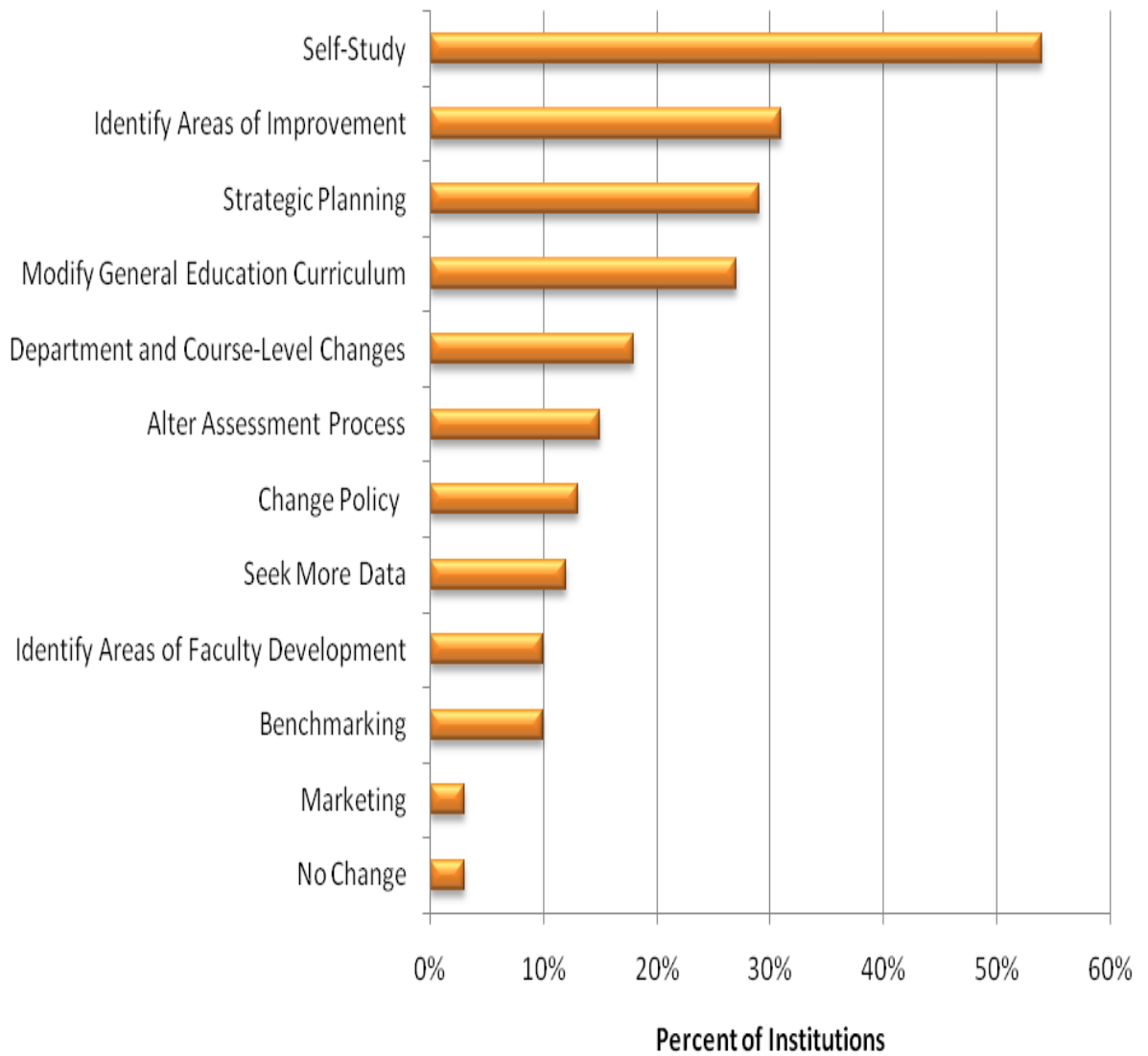
# Results & Use

Most institutions have assessment results listed in reports on their website.



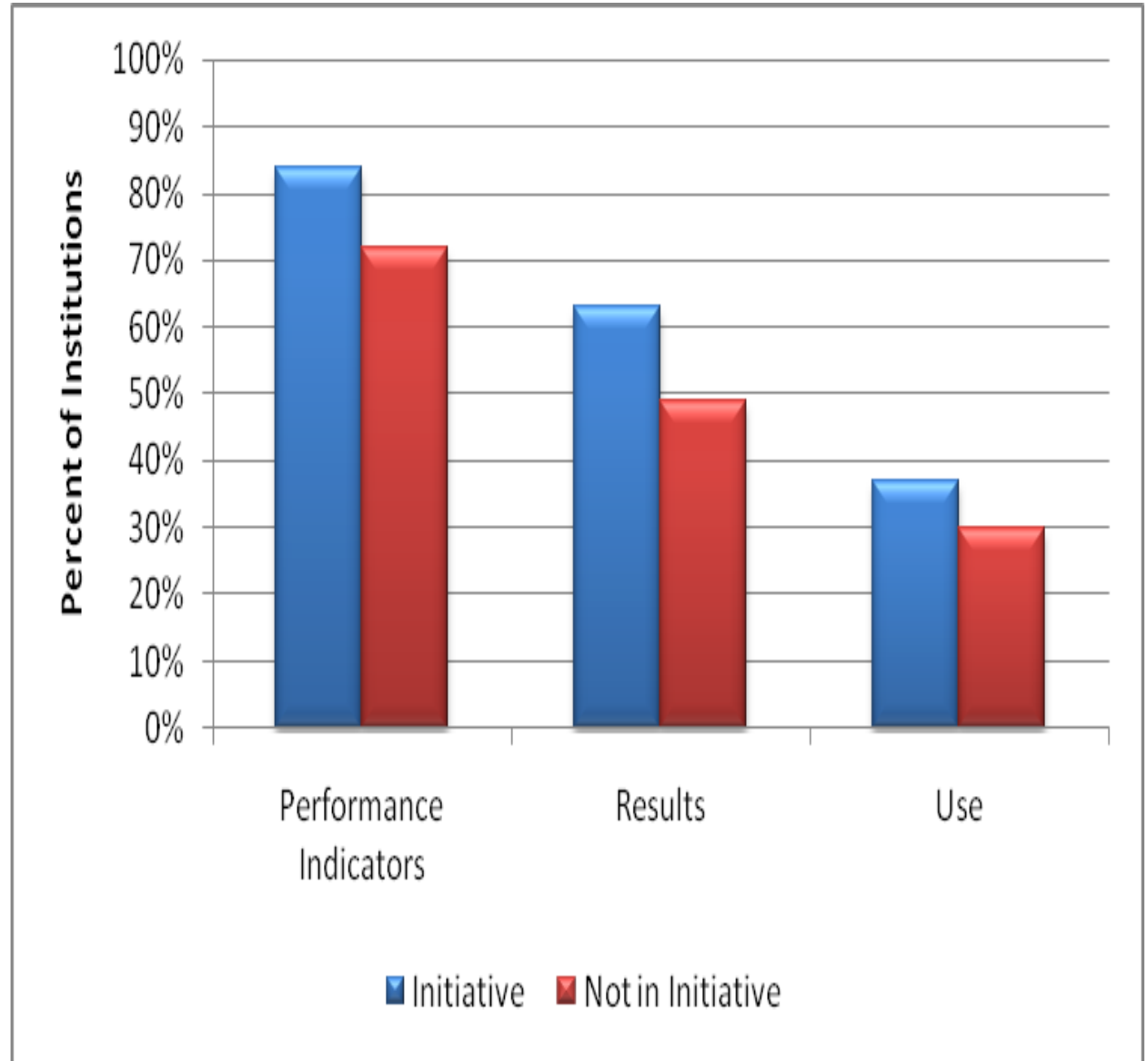
## Results & Use

Most institutions state that they use assessment findings for accreditation and improvement.



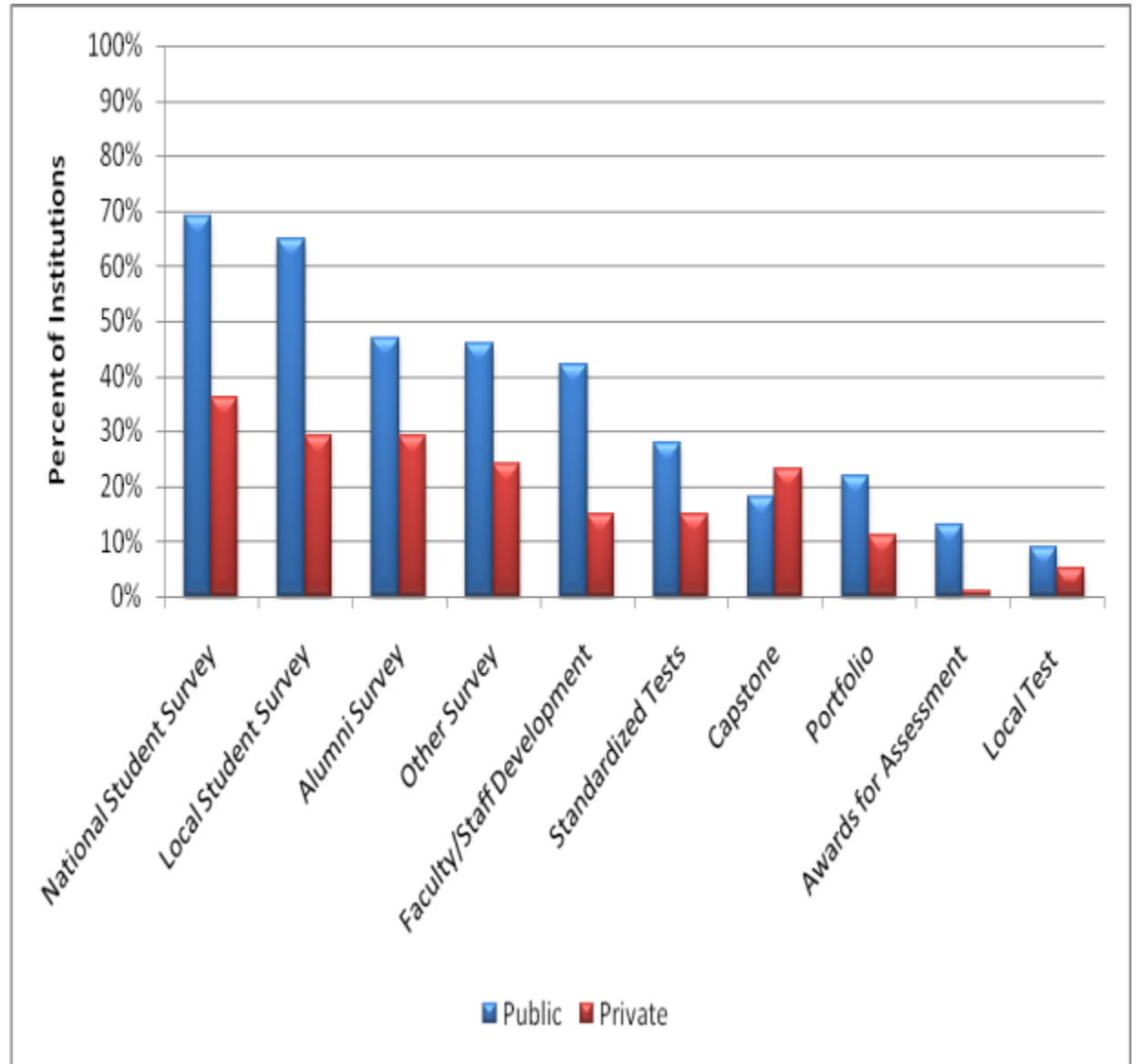
# Influences

Institutions who participate in national initiatives are more likely to show assessment results.



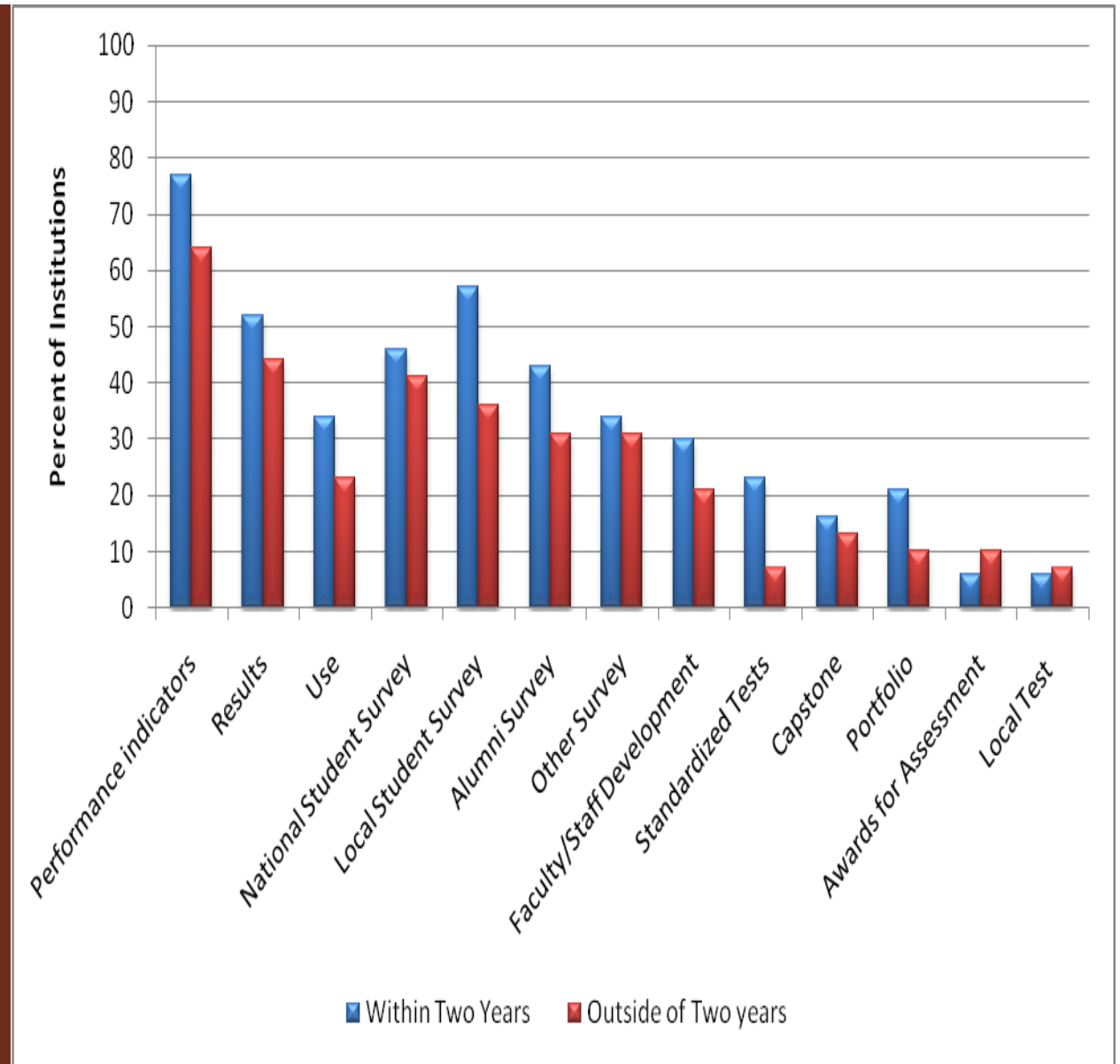
# Influences

Public institutions show more assessment results than private ones.



# Influences

Institutions that have recently undergone accreditation show more assessment information, results, and use.





# Making Sense and Moving Forward





## ***Providing Evidence of Student Learning: A Transparency Framework***

Based on the research of nearly 1000 institutional websites, the Transparency Framework provides guidance to institutions as they examine how to present learning outcomes assessment information on their websites.

## **Transparency Framework**



<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>



# How to Use the Transparency Framework





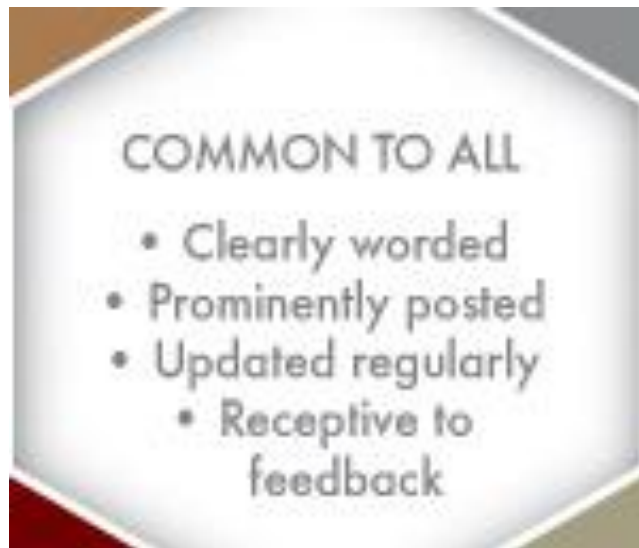
## Student Learning Assessment Components

- Student learning outcomes statements
- Assessment plans
- Assessment resources
- Current assessment activities
- Evidence of student learning
- Use of student learning evidence



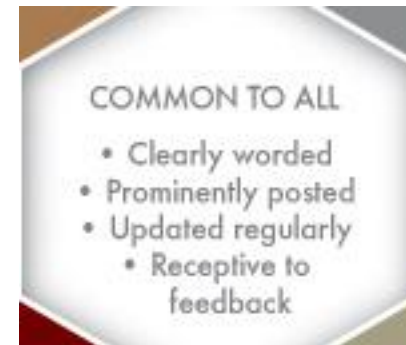


## Common To All





Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.



Learning Outcomes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.kent.edu/fpd/learning-and-teaching/learning-outcomes/index.cfm

Most Visited Getting Started Latest Headlines

Learning Outcomes

Text Only | 0 Maps | 0 Ask Kent State | 0 Phone Directories | 0 FlashLive Login **Visit KSU**

**KENT STATE UNIVERSITY** EXCELLENCE in Action

ABOUT | ACADEMICS | ADMISSIONS & FINANCIAL AID | STUDENT LIFE | ATHLETICS | NEWS & EVENTS | RESEARCH | CAMPUS

## Faculty Professional Development Center

- About
- Programs
- Services
- News & Events
- Learning & Teaching**
  - 21st Century Students as Scholars
  - Center of Excellence
  - Decoding the Disciplines
  - FAQs
  - Faculty Development Series
  - Focusing on Learning and Discovery
  - Learning Institutes
  - Learning Outcomes**
    - Linked Courses
    - Links & Resources
    - New Faculty FAQs
    - Part-time Faculty FAQs
- Technology
- Publications
- DEAL

### Learning Outcomes

Faculty Professional Development Center » Learning & Teaching » Learning Outcomes

Below you will find a series of short videos designed to provide a **very brief overview** of the process associated with learning outcomes. You are encouraged to download the supportive materials prior to watching the videos. If you'd like more individual assistance, please feel free to contact the Faculty Professional Development Center at [fpd@kent.edu](mailto:fpd@kent.edu).

For specific web resources on clarifying program-level learning outcomes, please click [here](#).

## Learning Outcomes Module 1: An Overview of the Process

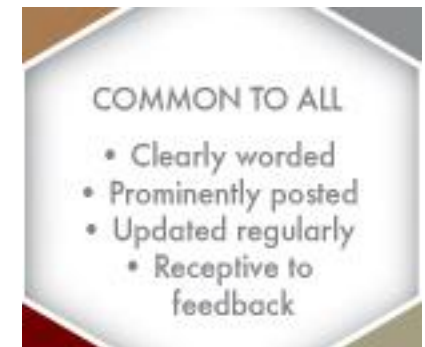
A very general overview that provides a definition of a learning outcome and an overview of the process.



start | Learning Outcomes | Document - Microsoft | Document - Microsoft | 3:32 PM



Campus plans for gathering evidence of student learning might include institution-wide or program specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.



## Appendix B: Feedback Form for Outcomes Assessment Reports

**NEW MEXICO HIGHLANDS UNIVERSITY**  
*Office of Effectiveness & Institutional Research*



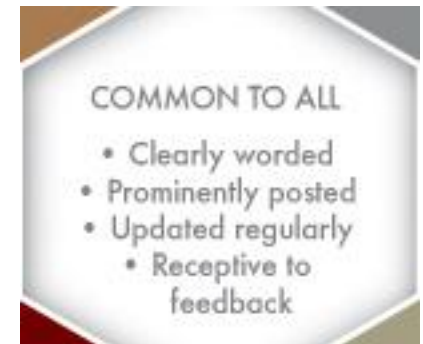
PROGRAM: \_\_\_\_\_

### FEEDBACK FORM FOR OUTCOMES ASSESSMENT PLANS AND REPORTS

<i>Please rate the Level of Performance for each measure as "Exceeds" "Meets" or "Needs Improvement".</i>		
<b>MISSION: (Assessment Plan)</b>	<i>Level of Performance</i>	<i>Comments</i>
Department mission is identified		
Department mission statement is student-focused		
<b>LEARNING OUTCOMES: (Assessment Plan)</b>	<i>Level of Performance</i>	<i>Comments</i>
Learning outcomes are identified for the department (not for individual class or course)		
Learning outcomes are clear		
Learning outcomes are measurable		
Learning outcomes span multiple learning domains (i.e., cognitive, behavioral, psychomotor)		
Learning outcomes are student-focused		
Learning outcomes clearly link to the department's mission statement		
<b>ASSESSMENT METHODS: (Assessment Plan)</b>	<i>Level of Performance</i>	<i>Comments</i>
Multiple assessment measures are identified		
Assessment measures are aligned to learning outcomes		
Direct measures of student learning are emphasized		
Assessment measures allow student performance to be gauged over time		
Assessment design includes a timeline for implementation and administration		
If the program is present at the Centers, are they included in the data collection and report?		
<b>REPORTING AND USE OF RESULTS: (Assessment Report)</b>	<i>Level of Performance</i>	<i>Comments</i>
Assessment results are reported		
Assessment results are clear		



Assessment resources encompass information or training provided to faculty and staff to help them understand, develop, implement, communicate, and use evidence of student learning.





Active Minds Changing Lives

search go

Excellence at Western
 Apply to Western
 Registration
 Diversity
 Pay Tuition, Housing & Fees
 Giving Opportunities

- About Western**  
Visit, Contact, Safe Campus
- Academics**  
Colleges and Departments, Advising, Calendar, Catalog
- Administration**  
President, Provost
- Admissions**  
Undergraduate, Graduate
- Libraries & Archives**  
Archives, Western Libraries
- News & Events**  
Athletics, Arts, Waterfront
- Registration**  
Classfinder, Timetable, Web4U
- Student Life**  
Assoc. Students, Financial Aid, Housing & Dining, Rec Center
- Teaching & Learning**  
Accreditation, Assessment
- Technology**  
Help Desk, Administrative, Academic
- Working at Western**  
HR, Jobs, Students



Login to myWestern

- ▶ **INFORMATION FOR**
- **students**
- **prospective students**
- **faculty & staff**
- **parents & families**
- **alumni & visitors**

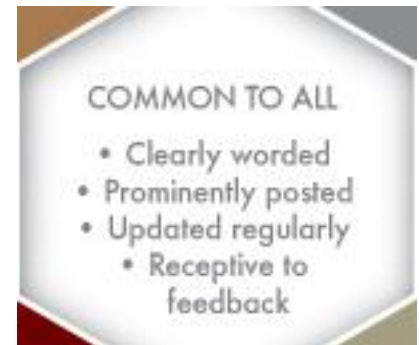
- ▶ **WWU NEWS** Plus: *Western Today news blog*
- WWU's Sanford Piano Series Presents Ilya Itin in Concert Feb. 18 :: 3 February 2011
- WWU's Small Business Development Center to Co-Host 'Hot100BizBook Club' at Bellingham Public Library Feb. 9 :: 3 February 2011
- WWU Announces Winter Quarter Faculty Research Presentation Series :: 3 February 2011

▶ **EVENTS CALENDAR**

**Winter Career Fair Feb. 10**



Current assessment activities include information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.



**Institutional Research & Evaluation**

- About IR&E
- Institutional Data, Reports and Information
- Assessment of Student Learning
- Evaluation of Teaching (Course Evaluations and Faculty Reviews)
- Evaluation of Programs and Grants
- Survey Design and Data Collection
- Archives

Tomson Hall 253  
 1520 St. Olaf Avenue  
 Northfield, MN 55057

507-786-3061 (phone)  
 507-786-3986 (fax)  
 ir-e-office@stolaf.edu

**Institutional Surveys: schedule & links to more information/results**

**Student Surveys:**

Year of Survey Administration:			09-10	10-11	11-12	12-13	13-14	14-15
Survey Name*	Audience (Time)	Sponsor*	Class Surveyed:					
CLA	First-years (Week One) & Seniors (Spring)	CAE	2013 2010			2016 2013		
ELOA	First-years (Week One) & Seniors (Spring)	IR&E	2013 2010		2015 2012			2018 2015
RPS	First-years (Week One)	HEDS			2015			2018
RPS	First-years & Seniors (Spring)	HEDS			2015 2012			2018 2015
BCSSE	First-years (Week One)	CPR		2014		2016		
NSSE	First-years & Seniors (Spring)	CPR		2014 2011		2016 2013		
NCHA	All current students (Spring)	ACHA	2010- 2013				2014- 2017	
Senior Survey	Seniors (Spring)	HEDS					2014	

**Alumni & Community Surveys:**

Year of Survey Administration:			09-10	10-11	11-12	12-13	13-14	14-15
Survey Name*	Sponsor*	Semester Administered/Class Surveyed:						
Faculty Survey	HERI		Fall			Fall		
FSSE	CPR		Spring		Spring			
Parent Survey	IR&E			Spring			Spring	
Recent Graduates (9 months out)	MPCRF	2009	2010	2011	2012	2013	2014	
Alumni (5 years out)	HEDS			2006		2008		
Alumni (10 years out)	HEDS			2002		2004		

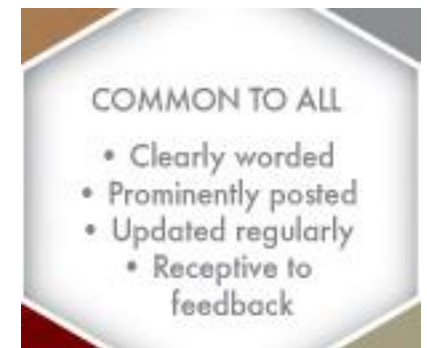
For a similar table of previous years' surveys, click [here](#).

**\* Acronyms**

- ACHA** American College Health Association
- BCSSE** Beginning College Survey of Student Engagement
- CAE** Council for Aid to Education
- CLA** Collegiate Learning Assessment
- CPR** Center for Postsecondary Research (Indiana University)



Evidence of student learning includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate).



## General Information

Augustana at a Glance  
Mission and History  
Maps and Directions  
President's Office  
Board of Trustees  
Employment  
Community Engagement  
Community Programs  
About the Area

## Open Book college data

- ▶ Primary College Indices
- ▶ Governmental Data
- ▶ Augustana Experiences & Satisfaction Survey
- ▶ Senior Survey
- ▶ Student Profile
- ▶ National Survey of Student Engagement
- ▶ Common Data Set
- ▶ Alumni Outcomes
- ▶ Alumni Study
- ▶ Equity in Athletics
- ▶ Institutional Research

Report card 2009  
Sustainability  
Swenson Center

## Favorite topics

Apply  
Employment

# College Data: Open Book Program A resource to help you assess your college options

## What is Open Book?

Augustana College has developed a new resource called Open Book to help prospective students and their families explore, compare and assess real data during the college search. Other excellent liberal arts colleges also have taken similar steps as "honest brokers" of information, making it available to the public through web-based and other search tools.

Through Open Book, you can put together the details that present an overall picture of a college's mission, values and culture.

## What will Open Book tell me about Augustana College?

Augustana's information is categorized according to three main principles that overlap within each student's life at college-academic, co-curricular and social.

Data includes the basics, such as programs, accreditation, faculty-student ratio and class sizes, but also provides information that allows you to:

- weigh student satisfaction with programs such as food services, or facilities and resources such as the library or computer labs
- get a sense of the atmosphere of ethnic or cultural understanding on campus
- find out the percentage of Augustana students who engage in internships or do research with a professor
- measure growth in leadership ability and responsibility throughout a student's four years at Augustana
- find out what percentage of seniors would choose Augustana all over again

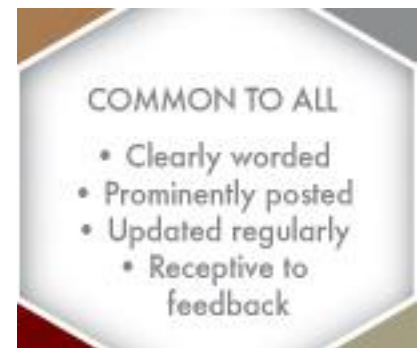
## Why was Open Book developed?

## Related Links

- [College Navigator \(US Dept of Education\) Profile](#)
- ["How to Make NSSE Scores Work for You" - USA Today](#)
- [U-CAN \(NAICU\) Profile](#)
- ["More Momentum Against US News" - Inside Higher Ed](#)
- ["Some Colleges to Drop Out of Rankings by Magazine" - New York Times](#)
- ["College Ratings System Gets Local Voice" - Quad City Times](#)
- [Augustana's Strategic Plan](#)



This component represents the extent to which evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement, inform institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study.



## 2009 Community College Survey of Student Engagement Newsletter

### Introduction

This issue of the CCSSE Newsletter focuses on our areas in need of improvement. Our students reported getting prompt feedback less often, studying fewer hours each week and reading fewer assigned textbooks than they did in 2007. Students are also working less than they did two years ago, which should contribute to more studying not less.

Unlike our [areas of improvement](#), the changes were not attributable to just a few categories of students. In fact, all groups of students reported decreases between 2007 and 2009. The table below lists the variables for our comparison groups.

Comparison Groups		
	Variables	% of Respondents
<b>Status</b>	Part-time	32%
	Full-time	68%

### Student Effort and Related Items

Students are studying less, especially full-time students. Item 10a asks students to report the number of hours they spend in a typical week **preparing for class**<sup>1</sup>. The percentage of full-time students who spend *less than 11 hours a week* studying was 78% in 2009, a 7% increase in two years. Eighty-two percent of traditional-aged, full-time students spend less than 11 hours a week studying (see Table 1).

Most faculty recommend between two and three hours of studying for each hour in class. This analysis focuses on full-time students because we can assume that they are carrying at least 12 credits a term. When we apply the two-to-three credit rule, our full-time students should spend between 24 and 36 hours a week studying. Only 37 of the 590 full-time students who took the CCSSE survey in spring 2009 spent the recommended amount of time studying. This

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



- Campus and Unit Planning
- Accountability/Accreditation Improvement
- Evaluation/Assessment Information Support
- Civic Engagement
- Consulting and Training Publications
- Technology Development

2011 Assessment Institute  
October 30th- Nov 1st,  
2011

IUPUI FUL  
Evaluation Matrix

## Evaluation / Assessment

### Components of Student Learning Assessment



Program Review and Assessment Committee (PRAC)



FEATURED

National Institute for  
Learning Outcomes Assessment

WEBSITE



# Questions



---

1. What control do you have over what is placed on the IR website? The institutional website?
2. Have you specifically addressed learning assessment on your website? Is it done on another website?
3. Do you have an audience in mind for the IR assessment reports? To whom do you typically write the reports ?
4. Do you monitor who is using/viewing your information?

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



## **A TRANSPARENCY FRAMEWORK:**

**HOW TO MAKE STUDENT LEARNING OUTCOMES RESULTS  
ACCESSIBLE TO EXTERNAL AUDIENCES**

**STACI PROVEZIS**

**SPROVEZ2@ILLINOIS.EDU**

**AIR ANNUAL FORUM  
MAY, 2011**