A TRANSPARENCY FRAMEWORK:
HOW TO MAKE STUDENT LEARNING OUTCOMES RESULTS ACCESSIBLE TO EXTERNAL AUDIENCES

STACI PROVEZIS

AIR ANNUAL FORUM
MAY, 2011
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
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

- National Student Survey
- Local Student Survey
- Alumni Survey
- Other Survey
- Standardized Tests

- Transparency Web Scan
- 2009 National Survey
- 2010 Web Scan
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.

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

- Clearly worded
- Prominently posted
- Updated regularly
- Receptive to feedback
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
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 john@ksu.edu

For specific web resources on charting 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.

The Faculty Professional Development Center
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

| Please rate the Level of Performance for each measure as “Exceeds” “Meets” or “Needs Improvement”. |
|---|---|---|
| MISSION: (Assessment Plan) | Level of Performance | Comments |
| Department mission is identified | | |
| Department mission statement is student-focused | | |
| LEARNING OUTCOMES: (Assessment Plan) | Level of Performance | Comments |
| 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 | | |
| ASSESSMENT METHODS: (Assessment Plan) | Level of Performance | Comments |
| 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? | | |
| REPORTING AND USE OF RESULTS: (Assessment Report) | Level of Performance | Comments |
| 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.
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 Surveys: schedule & links to more information/results

## Student Surveys:

<table>
<thead>
<tr>
<th>Survey Name*</th>
<th>Audience (Time)</th>
<th>Year of Survey Administration</th>
<th>Sponsor*</th>
<th>Class Surveyed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>First-years (Week One) &amp; Seniors (Spring)</td>
<td>2013-2010</td>
<td>CAE</td>
<td>2016-2013</td>
</tr>
<tr>
<td>ELOA</td>
<td>First-years (Week One) &amp; Seniors (Spring)</td>
<td>2011-2010</td>
<td>IR &amp; E</td>
<td>2015-2012</td>
</tr>
<tr>
<td>RPS</td>
<td>First-years (Week One)</td>
<td>2012-2010</td>
<td>HEDS</td>
<td>2015-2018</td>
</tr>
<tr>
<td>RPS</td>
<td>First-years &amp; Seniors (Spring)</td>
<td>2012-2010</td>
<td>HEDS</td>
<td>2015-2018</td>
</tr>
<tr>
<td>BCSESE</td>
<td>First-years (Week One)</td>
<td>2014-2010</td>
<td>CPR</td>
<td>2016-2016</td>
</tr>
<tr>
<td>NSSE</td>
<td>First-years &amp; Seniors (Spring)</td>
<td>2014-2010</td>
<td>CPR</td>
<td>2016-2013</td>
</tr>
<tr>
<td>NCHA</td>
<td>All current students (Spring)</td>
<td>2010-2013</td>
<td>ACHA</td>
<td>2014-2017</td>
</tr>
<tr>
<td>Senior Survey</td>
<td>Seniors (Spring)</td>
<td>2014-2010</td>
<td>HEDS</td>
<td>2014-2017</td>
</tr>
</tbody>
</table>

## Alumni & Community Surveys:

<table>
<thead>
<tr>
<th>Survey Name*</th>
<th>Year of Survey Administration</th>
<th>Semester Administered</th>
<th>Class Surveyed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Survey</td>
<td>HERI</td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>FSSE</td>
<td>CPR</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>IR &amp; E</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Recent Graduates</td>
<td>9 months out</td>
<td>2009-2010</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Alumni (5 years out)</td>
<td>HEDS</td>
<td>2006</td>
<td>2008</td>
</tr>
<tr>
<td>Alumni (10 years out)</td>
<td>HEDS</td>
<td>2002</td>
<td>2004</td>
</tr>
</tbody>
</table>

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

### Acronyms

- **ACHA**: American College Health Association
- **BCSESE**: 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).
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?
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.

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>Variables</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Part-time</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Full-time</td>
<td>68%</td>
</tr>
</tbody>
</table>

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. 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
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?
A TRANSPARENCY FRAMEWORK:
HOW TO MAKE STUDENT LEARNING OUTCOMES RESULTS ACCESSIBLE TO EXTERNAL AUDIENCES

STACI PROVEZIS
Sprovez2@illinois.edu

AIR ANNUAL FORUM
MAY, 2011