Navigating Assessment

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1. Describe the current state of student learning outcomes assessment
2. Discuss regional accreditation standards and actions
3. Identify assessment trends in two-year colleges
4. Describe current and future initiatives that promote transparency and improved student learning
Most institutions have a common set of learning outcomes and institutional and program level assessment processes.

Most conduct outcomes assessment with few resources or little support: 20% have no assessment staff and 65% have two or fewer.

Gaining faculty involvement and support remains a challenge.

Regional and specialized accreditation are main drivers of outcomes assessment.
Use of Assessment Data in Community Colleges

(NILOA 2012)

Percentage requiring “quite a bit” or “very much”

1. Preparing self studies for program/specialized accreditation 80%
2. Preparing self studies for institutional accreditation 79%
3. Revising undergraduate learning goals 57%
4. Improving faculty development programs 48%
5. Modifying General Education curriculum 47%
6. Determining student readiness for college level course work 44%
7. Allocating resources to academic units 16%
Guiding Ships: Regional Accrediting Bodies  Staci Provezis, NILOA 2010

- All Require:
  1. Use of multiple measures for outcomes assessment
  2. Use of assessment results **for improvement**
  3. Faculty involvement in learning outcomes assessment
  4. Transparency and integrity
Regional Accrediting Agencies
(NILOA 2010)

- All report that deficiencies in student learning outcomes assessment processes is the most common shortcoming in institutional evaluation.

- All but one regional accreditation agency provide regular, ongoing workshops, materials, etc. on assessment of student learning.
2011 – 77 Accreditation Confirmed
40 Probation or Warning

48% of the 40 were issued a warning (14) or probation (5) for deficiencies in assessment of learning outcomes.
Revised the standards in 2012 to include more emphasis on student learning outcomes assessment.

In 2012, out of 136 institutions, 23% are on show cause, probation, or warning.

All are cited for finances and the majority for assessment.
23% of 93 institutions were put on warning or probation.
- 17 Warning
- 4 Probation

72 Accreditation confirmed with **79% requiring follow up**
- 25 Monitoring Report
- 32 Progress Report
- 15 No follow up

Of those 57 follow up, **47 for assessment of student learning.**

Of the **12 two–year colleges** with required follow–up actions, **9 must follow up in assessment of General Education.**
52 institutions participated in Self Study
- 11 No follow up action
- 1 on Probation
- 9 on Warning
- 10 require Monitoring Report
- 21 Require Progress Report

30 of 41 that required follow-up (70%) had to take action on assessment of student learning

15 of those 30 (50%): General Education deficiencies

Of the 6 two-year colleges with required follow-up actions, 5 must follow up in assessment of general education
Assessing General Education in Two-Year Institutions

- Indirect Measure: Community College Survey of Student Engagement (CCSSE)
  - Survey of students about effective educational practices, active/collaborative learning, student effort, level of academic challenge, student–faculty interaction, support for learning
  - CCSSE Accreditation Guides
  - Use as a measure of general education outcomes of communication, information literacy, problem solving
  - Longitudinal and Peer Benchmarks
Direct Measures: Standardized Tests

- CAAP: Collegiate Assessment of Academic Proficiency (value-added: link Compass to CAAP; longitudinal)

- ETS Proficiency Profile (value added; longitudinal)

- CCLA: Community College Learning Assessment (benchmarking)

- Roger Benjamin, The Seven Red Herrings About Standardized Assessments in Higher Education (NILOA 2012)
Assessing General Education in Two-Year Institutions

- Embedded Assessment

  1. Review student work across course sections using common rubrics or common test questions

  2. Portfolios (e-portfolios): student work illustrating achievement of general education outcomes
2010 AACU: Employer’s views in the wake of economic recession

1. 89% want improved written and oral communication
2. 81% want improved critical thinking and analysis
3. 79% want applied knowledge in a real world setting
4. 79% want ethical decision making
5. 79% want complex problem solving
The Future is Now.
Achieving The Dream

- National initiative (Lumina Foundation) designed to help community college students succeed.
  - 2003 27 institutions in 5 states
  - 2012 168 institutions in 30 states and DC

- Evidence-based institutional change

- Policy Development

- Public Engagement
Voluntary Framework of Accountability: VFA

- Facilitated by AACC, VFA is a national accountability system that measures the mission of community colleges and reports student achievement to public and policy makers.

- Nationally–defined metrics that assess
  - student progress and achievement (including developmental education sequences)
  - career and technical programs (credit and non–credit)
Roadmap–Community Colleges

- *Roadmap Project* funds and works with a select group of 12 community colleges to become national models in supporting community college students persistence and success.

- Develop practices and policies (advisement, support services) to support engaged learning based on assessment data.

- Part of LEAP: Liberal Education and America’s Promise
LEAP’s Essential Learning Outcomes

1. Knowledge of human cultures and the physical and natural world
2. Intellectual and practical skills (communication, info lit, quantitative literacy)
3. Personal and social responsibility
4. Integrative and applied learning
Degree Qualifications Profile (DQP)

Lumina Foundation

- Degree Profile Spider Web
DQP OBJECTIVES

- Provide a shared vocabulary
- Provide accountability points
- Guide students on what to expect at each degree level
- Assess progress and levels of achievement for learning outcomes
- Provide better public understanding
“Mandate of the 21st century isn’t to conduct assessment; it is to be able to articulate how well students are learning on campuses and to demonstrate the collective worth of higher education.”

—Ashley Finley AAC&U 2012
Transparency also means publishing successes. Publishing outcomes assessment results illustrates what distinguishes one institution from another.

Community Colleges building a STEM–Skilled Workforce: use outcomes assessment results to show successes.
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