National Institute for Learning Outcomes Assessment

The National Institute for Learning Outcomes Assessment (NILOA) is asking senior academic officers at every accredited two- and four-year college and university in the US about their campus assessment practices. Please complete this short questionnaire about the kinds of tools and approaches your institution is using to assess student learning. We very much appreciate your help.

Student learning outcomes include general and specialized knowledge, skills, abilities, dispositions, and values that result from a program of study.

1 **Does your institution have a common set of student learning outcomes that applies to ALL undergraduate students?**

☐ Yes   ☐ No

2 **Have specific departments, schools, or majors at your institution spelled out intended learning goals or outcomes applicable to their own students?**

☐ Yes, ALL departments/schools have defined field-specific learning outcomes

☐ Yes, SELECTED departments/schools have defined field-specific learning outcomes

☐ No, individual departments/schools do not specify their own learning outcomes

3 **To what extent does your institution use the following approaches to assess undergraduate student learning outcomes? (Mark all that apply)**

	Not used ▼	Used by individual departments or units but not to represent the whole institution ▼	Used with valid samples to represent the whole institution ▼
a. General knowledge and skills measures (CLA, CAAP, MAPP, WorkKeys, etc.)	☐	☐	☐
b. Specialized or programmatic knowledge and skills measures (licensure exams, MCAT, Major Field Tests, etc.)	☐	☐	☐
c. Performance assessments *other than grades* (simulations, lab and other demonstrations, field experiences, portfolios, critiques, recitals, capstone projects)	☐	☐	☐
d. External expert judgments of student performance (simulations, lab and other demonstrations, field experiences, portfolios, critiques, recitals, capstone projects)	☐	☐	☐
e. National student surveys (NSSE, CCSSE, CSEQ, SSI, CIRP FS, CSS, YFCY, FYI, etc.)	☐	☐	☐
f. Locally developed student surveys	☐	☐	☐
g. Rubrics (published or locally developed) to assess student work	☐	☐	☐
h. Student portfolios (a purposeful collection of student work showcasing achievement of learning objectives)	☐	☐	☐
i. Student interviews or focus groups	☐	☐	☐
j. Alumni surveys	☐	☐	☐
k. Alumni interviews or focus groups	☐	☐	☐
l. Employer surveys	☐	☐	☐
m. Employer interviews or focus groups	☐	☐	☐
n. Other, if applicable (briefly describe):		☐	☐
o. Other, if applicable (briefly describe):		☐	☐
p. Other, if applicable (briefly describe):		☐	☐

4 **To what extent has your institution used student learning outcomes results for each of the following?**
(Mark one response for each item)

	Not at all	Some	Quite a bit	Very much
a. Preparing self-studies for institutional accreditation	☐	☐	☐	☐
b. Preparing self-studies for program or specialized accreditation	☐	☐	☐	☐
c. Revising undergraduate learning goals	☐	☐	☐	☐
d. Articulating or aligning curriculum and learning outcomes across sectors (K-12 – community college – 4-year institution)	☐	☐	☐	☐
e. Determining student readiness for college-level coursework	☐	☐	☐	☐
f. Determining student readiness for upper-division coursework (e.g., rising junior exams)	☐	☐	☐	☐
g. Encouraging adoption of 'best practices' in teaching, learning, and assessment from other institutions	☐	☐	☐	☐
h. Improving instructional performance (e.g., design faculty or staff development programs)	☐	☐	☐	☐
i. Evaluating faculty and staff performance for merit salary purposes	☐	☐	☐	☐
j. Evaluating faculty performance for promotion and tenure	☐	☐	☐	☐
k. Modifying general education curriculum	☐	☐	☐	☐
l. Evaluating departments, units and programs	☐	☐	☐	☐
m. Allocating resources to academic units	☐	☐	☐	☐
n. Allocating resources to student affairs units	☐	☐	☐	☐
o. Modifying student academic support services (e.g.,advising, tutoring, study skills)	☐	☐	☐	☐
p. Changing admissions policies and recruitment materials	☐	☐	☐	☐
q. Changing policies and practices related to transfer or articulation agreements	☐	☐	☐	☐
r. Improving physical environment for learning	☐	☐	☐	☐
s. Responding to calls for accountability and/or transparency	☐	☐	☐	☐
t. Informing strategic planning	☐	☐	☐	☐
u. Informing governing board about student and institutional performance	☐	☐	☐	☐
v. Reporting to the public	☐	☐	☐	☐
w. Other, if applicable (briefly describe):		☐	☐	☐
x. Other, if applicable (briefly describe):		☐	☐	☐
y. Other, if applicable (briefly describe):		☐	☐	☐

5 How important are the following factors or forces in prompting your institution to assess student learning outcomes? (Mark one response for each item)

	No importance	Minor importance	Moderate importance	High importance
a. National calls for accountability and/or transparency	☐	☐	☐	☐
b. Institutional membership initiatives (e.g., VSA, U-CAN, AQIP, Transparency by Design, AAUDE)	☐	☐	☐	☐
c. Governing board mandate	☐	☐	☐	☐
d. Coordinating board mandate	☐	☐	☐	☐
e. Regional accreditation	☐	☐	☐	☐
f. Specialized or program accreditation	☐	☐	☐	☐
g. Institutional commitment to improve undergraduate education (strategic priority, etc.)	☐	☐	☐	☐
h. Faculty or staff interest in improving student learning	☐	☐	☐	☐
i. Other, if applicable (briefly describe):		☐	☐	☐
j. Other, if applicable (briefly describe):		☐	☐	☐
k. Other, if applicable (briefly describe):		☐	☐	☐

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6 Does your institution have a person or unit charged with coordinating or implementing student learning outcomes assessment campus-wide?

☐ Yes   ☐ No

↓

If "yes," how many FTE are assigned to this unit?

[___ . ___]

7 How will the current economic crisis affect your institution's efforts to assess student learning outcomes in the next 12 months? (Mark one response)

☐ No effect

☐ Institutional support for assessment may be increased

☐ Institutional support for assessment may be reduced

☐ Institutional support for assessment may be eliminated

☐ Unsure about level of institutional support for assessment

8 What would be most helpful to your institution to effectively assess student learning outcomes? (<u>Mark no more than three</u> of the following)

☐ Greater faculty engagement

☐ Stronger support from the president and/or governing board

☐ Better tests or measures of student learning outcomes

☐ More information about policies and practices at other institutions

☐ More information about assessment tools and approaches

☐ Greater faculty or staff expertise in assessment methodology

☐ More financial resources (e.g., staff, budget)

☐ Other, if applicable (briefly describe):

9 If you wish, feel free to nominate up to three people or units at your institution that are doing good work in assessing student learning outcomes *and* have evidence about how the changes made have affected student learning. We would like to contact them to explain this project and obtain information about what they are doing. Please provide as much information as is conveniently possible.

Name:

College/School/Department/Program:

E-mail:

Name:

College/School/Department/Program:

E-mail:

Name:

College/School/Department/Program:

E-mail:

10 Please enter the name, title and e-mail of the person who completed this questionnaire:

Name:

Title:

E-mail:

11 May we contact you to obtain additional information about what your institution is doing in terms of student learning outcomes assessment?

☐ Yes   ☐ No

THANKS FOR YOUR HELP!