National Institute for Learning Outcomes Assessment

Gauging what students know and accomplish as a result of their college education is an essential, challenging responsibility of virtually every chief academic officer in the country. To understand more about how this responsibility is carried out, the National Institute for Learning Outcomes Assessment (NILOA) is again asking senior academic officers at every accredited two- and four-year college and university in the United States to share some basic information about **undergraduate** assessment practices on their campus. Please take a few moments to tell us about the approaches and tools your institution is using. Results from the survey can inform and be useful to all institutions, and we will provide you with a copy of the results prior to public release. Thank you in advance for your help.

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

1. Has your **institution** adopted or developed an explicit set of student learning outcomes common to **all undergraduates** across all majors? ☐ Yes ☐ No

2. Have specific departments, programs, schools, or majors at your institution adopted or developed intended learning outcomes applicable to all students in the unit and aligned those outcomes with institutional learning outcomes? *Mark the one that best describes your institution.*

   ☐ Yes, ALL departments/schools/programs have defined learning outcomes that ALIGN with institutional learning outcomes.

   ☐ Yes, SOME departments/schools/programs have defined learning outcomes that ALIGN with institutional learning outcomes.

   ☐ Yes, ALL departments/schools/programs have defined field-specific learning outcomes, but they may not align with institutional learning outcomes.

   ☐ Yes, SOME departments/schools/programs have defined learning outcomes, but they may not align with institutional learning outcomes.

   ☐ No, individual departments/schools/programs do not specify learning outcomes.

3. What assessment approaches are used **at the institution level** (as contrasted with specific departments or units) to represent undergraduate student learning? By institution level we mean approaches used across the entire institution or with valid samples to represent the whole institution. *Mark all that apply.*

   ☐ Incoming student placement exams (ACCUPLACER, COMPASS, locally developed exams)

   ☐ National student surveys (NSSE, CCSSE, UCUES, CIRP, etc.)

   ☐ Locally developed surveys

   ☐ General knowledge and skills measures (CLA, CAAP, ETS PP, etc.)

   ☐ Locally developed knowledge and skills measures

   ☐ Classroom-based performance assessments such as simulations, comprehensive exams, critiques, etc.

   ☐ Externally situated performance assessments such as internships or other community-based projects

   ☐ Portfolios (a purposeful collection of student work showcasing achievement of learning objectives)

   ☐ Capstone projects (including senior theses), courses, or experiences

   ☐ Rubrics (published or locally developed)

   ☐ Alumni surveys, focus groups, or interviews

   ☐ Employer surveys, focus groups, or interviews

   ☐ Other (specify: _____)

4. Of the approaches your institution uses, please list the THREE that are most valuable or important to assess student learning at the institution level.

   a._____ b._____ c._____

5. Are the results of undergraduate student learning outcomes assessment included in the **review of programs**? *Mark the one that best describes your institution.*

   ☐ Yes, in the review of ALL programs.   ☐ No.

   ☐ Yes, in the review of SOME programs.   ☐ We do not require program reviews.

6. To what extent do the following institutional structures, resources, and features **support assessment activities**? *Mark one response for each item.*

	Very Much	Quite a Bit	Some	Not at All
a. Institutional policies/statements related to assessing undergraduate learning	☐	☐	☐	☐
b. Assessment committee	☐	☐	☐	☐
c. Institutional research office and personnel	☐	☐	☐	☐
d. Professional staff dedicated to assessment	☐	☐	☐	☐
e. Professional development opportunities for faculty and staff on assessment	☐	☐	☐	☐
f. Center for teaching and learning	☐	☐	☐	☐
g. Significant involvement of faculty in assessment	☐	☐	☐	☐
h. Significant involvement of student affairs staff in assessment	☐	☐	☐	☐
i. Student participation in assessment activities	☐	☐	☐	☐
j. Funds targeted for outcomes assessment	☐	☐	☐	☐
k. Assessment management system or software	☐	☐	☐	☐
l. Recognition and/or reward for faculty and staff involvement in assessment activities	☐	☐	☐	☐
m. Other (specify: _____)	☐	☐	☐	☐

7. What are the most effective means for sharing assessment results within the institution, across units and levels? *Check up to three.*

☐ Newsletter   ☐ Deans council   ☐ Website

☐ Email updates   ☐ Assessment committee   ☐ By request

☐ Faculty meeting or retreat   ☐ Online data management tools   ☐ Other _____

8. To what extent are the following publicly available (such as on the institution website, in publications, or in press releases)? *Mark one response for each item.*

	Very Much	Quite a Bit	Some	Not at All
a. Student learning outcomes statements	☐	☐	☐	☐
b. Assessment plans	☐	☐	☐	☐
c. Assessment resources	☐	☐	☐	☐
d. Current assessment activities	☐	☐	☐	☐
e. Evidence of student learning	☐	☐	☐	☐
f. Improvement plans	☐	☐	☐	☐
g. Examples of use of evidence of student learning	☐	☐	☐	☐
h. Impact of use of assessment data	☐	☐	☐	☐

9. To what extent are student learning assessment results **used** for the following? *Mark one response for each item.*

	Very Much	Quite a Bit	Some	Not at All	N/A
a. Regional accreditation	☐	☐	☐	☐	☐
b. Program accreditation	☐	☐	☐	☐	☐
c. External accountability reporting requirements	☐	☐	☐	☐	☐
d. Trustee/Governing Board deliberations	☐	☐	☐	☐	☐
e. Strategic planning	☐	☐	☐	☐	☐
f. Institutional benchmarking	☐	☐	☐	☐	☐

g. Academic policy development or modification	☐	☐	☐	☐	☐
h. Learning goals revision	☐	☐	☐	☐	☐
i. Program review	☐	☐	☐	☐	☐
j. Curriculum modification	☐	☐	☐	☐	☐
k. Institutional improvement	☐	☐	☐	☐	☐
l. Resource allocation and budgeting	☐	☐	☐	☐	☐
m. Professional development for faculty and staff	☐	☐	☐	☐	☐
n. Alumni communication	☐	☐	☐	☐	☐
o. Prospective student and family information	☐	☐	☐	☐	☐
p. Other (specify: _____)	☐	☐	☐	☐	☐

10. To what extent have you made **changes** in policies, programs or practices **based on assessment results** for each of the following? *Mark one response for each item.*

	Very Much	Quite a Bit	Some	Not at All
a. At the institution level	☐	☐	☐	☐
b. At the school/college level	☐	☐	☐	☐
c. At the department/program level	☐	☐	☐	☐
d. In specific curricular requirements or courses	☐	☐	☐	☐

	Very Much	Quite a Bit	Some	Not at All
11. How well does your current institutional **organization and governance structure(s)** support assessment of student learning?	☐	☐	☐	☐

12. How **important** are the following **factors or forces** in prompting your institution **to assess** undergraduate student learning outcomes? *Mark one response for each item.*

	High Importance	Moderate Importance	Minor Importance	No Importance
a. Faculty or staff interest in improving student learning	☐	☐	☐	☐
b. Institutional commitment to improve	☐	☐	☐	☐
c. President and/or governing board direction or mandate	☐	☐	☐	☐
d. Statewide governing or coordinating board mandate	☐	☐	☐	☐
e. State mandate	☐	☐	☐	☐
f. Regional accreditation	☐	☐	☐	☐
g. Program accreditation	☐	☐	☐	☐
h. Participation in a consortium or multi-institution collaboration	☐	☐	☐	☐
i. External funding (federal, state, or foundation grants)	☐	☐	☐	☐
j. National calls for accountability and/or transparency	☐	☐	☐	☐
k. Concerns about the effectiveness and value of postsecondary education	☐	☐	☐	☐
l. Institutional membership initiatives (e.g., VSA, U-CAN, Transparency by Design, AAUDE, VFA)	☐	☐	☐	☐
m. Other (specify: _____)	☐	☐	☐	☐

13. Are you **aware of** the Lumina Foundation's **Degree Qualifications Profile** (DQP)? ☐ Yes ☐ No

14. Is your institution **working with the DQP** in any way? ☐ Yes ☐ No

15. **If** your institution is working with the DQP, for what purpose(s)? *Mark all that apply.*

- ☐ Discussion and vetting of the DQP
- ☐ Clarification and review of learning outcomes
- ☐ Curriculum mapping and revision
- ☐ Transfer and articulation
- ☐ Other (specify: _____)
- ☐ Program development and review
- ☐ Accreditation
- ☐ Strategic planning
- ☐ Assessment of student learning

16. What would be **most helpful** to your institution as you assess undergraduate student learning? *Mark no more than five of the following.*

- ☐ More professional development for faculty and staff
- ☐ Greater institutional assessment staff capacity
- ☐ Increased student participation in assessment activities
- ☐ More faculty involved in assessing student learning
- ☐ More faculty using the results of student learning assessment
- ☐ More student affairs staff involved in assessing student learning
- ☐ More student affairs staff using the results of student learning assessment
- ☐ Stronger administrative and leadership support
- ☐ Additional financial or staff resources
- ☐ Technologies and analytics that aggregate assessment results at various levels to represent overall institutional performance
- ☐ Greater sharing and access to assessment results across units and levels of the institution
- ☐ More valid and reliable assessment measures
- ☐ External funding (federal, state, or foundation grants)
- ☐ More opportunities to collaborate with other institutions
- ☐ Information on best practice approaches
- ☐ Other (specify: _____)

17. What are you **most hopeful** about in terms of assessing student learning at your institution?

18. What are you **worried** about in terms of assessing student learning at your institution?

19. What is the **most positive outcome** of your institution level student learning assessment activities? Who might we contact to learn more about this?

20. With what **issues or topics** regarding assessing student learning does your campus need assistance?

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

Name: _____   Title: _____

E-mail: _____

21. May we **contact you** to obtain additional information about what your institution is doing in terms of student learning outcomes assessment?   ☐ Yes   ☐ No

Thank you for your help!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. You can find out more about NILOA at www.LearningOutcomesAssessment.org. Copyright © 2013 Indiana University.