

National Institute for Learning Outcomes Assessment

The National Institute for Learning Outcomes Assessment (NILOA) is asking program chairs or coordinators at accredited two- and four-year colleges and universities across the US about their program assessment practices. Please complete this short questionnaire about the kinds of tools and approaches your program or department is using to assess student learning. We very much appreciate your help.

The questions are intended to learn about assessment activities in the program you identify in the first question. For the purpose of this study, a program is an area of study that constitutes a major field and/or leads to a degree.

According to our records, the name of the program to which your survey answers will pertain is:

If your program goes by a different name, please enter it below.

1. Is your program, or some aspect of it, accredited by a specialized accreditation entity?

- Yes
- No
- Not sure

2. Does your program have an explicit set of student learning outcomes that applies to all students majoring in the program area in addition to those that might apply to students in all majors?

- Yes
- Under development now
- No
- Not sure

3. Does your institution have an explicit set of student learning outcomes that applies to all students across all majors?

- Yes
- Under development now
- No
- Not sure

4. How many students in your program participate or are represented in the following types of assessments?

	None ↓	Very few ↓	Some ↓	About half ↓	Most ↓	All ↓	Uncertain ↓
Professional licensure examinations	<input type="checkbox"/>						
Standardized content examinations (e.g., ETS Major Field Tests; PRAXIS)	<input type="checkbox"/>						
Standardized certification examinations (e.g., CPA, financial planner or therapeutic recreation exam)	<input type="checkbox"/>						
Locally developed content examinations	<input type="checkbox"/>						
Performance assessments other than grades of simulations, lab and other demonstrations, critiques, senior capstone presentations, recitals, etc.	<input type="checkbox"/>						
Performance assessments other than grades in field experiences (e.g., internship, practicum, student teaching, service-learning)	<input type="checkbox"/>						
Judgments of student performance (as above) accomplished by people external to the institution (e.g., professionals in the field, employers, external examiners from other institutions)	<input type="checkbox"/>						

4. Cont'd: How many students in your program participate or are represented in the following types of assessments?

	None ▼	Very few ▼	Some ▼	About half ▼	Most ▼	All ▼	Uncertain ▼
Capstone course	<input type="checkbox"/>						
Comprehensive exam (oral or written)	<input type="checkbox"/>						
Culminating project or demonstration	<input type="checkbox"/>						
Rubrics to assess student work	<input type="checkbox"/>						
Portfolios (a purposeful collection of student work intended to demonstrate achievement of learning objectives)	<input type="checkbox"/>						
National student surveys (e.g., NSSE, CCSSE, SENSE, CSEQ, SSI, CIRP FS, CSS, YFCY, FYI)	<input type="checkbox"/>						
Locally-developed student surveys	<input type="checkbox"/>						
Student interviews or focus groups	<input type="checkbox"/>						
Alumni surveys	<input type="checkbox"/>						
Alumni interviews or focus groups	<input type="checkbox"/>						
Employer surveys	<input type="checkbox"/>						
Employer interviews or focus groups	<input type="checkbox"/>						
Results from institution-wide assessments broken out for students in your program (e.g., CLA, CAAP, MAPP, Work Keys)	<input type="checkbox"/>						
Results from institution-wide surveys broken out for students in your program (e.g., NSSE/CCSSE, Student Satisfaction Inventory)	<input type="checkbox"/>						
Other, if applicable (briefly describe):	<input type="checkbox"/>						

5. To what extent has your program used student learning outcomes results for each of the following?

	Not at all ▼	Some ▼	Quite a bit ▼	Very much ▼
Preparing self-studies or reports for programmatic or specialized accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing self-studies or reports for institutional accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing self-studies or reports for program review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revising program learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining student readiness for learning in the English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining student readiness for college-level work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining student readiness for admission to the program or major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining student readiness for later courses in the program or major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing or revising program or department curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving instruction or pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating faculty and staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating overall program or department performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informing program or department planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining classroom and instructional equipment needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting budget requests to central administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, if applicable (briefly describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How important are the following factors in prompting your program to assess student learning outcomes?

	Not important	Minor importance	Moderate importance	High importance
National calls for accountability and/or transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governing or coordinating board mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State board mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislative mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional accreditation requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized or programmatic accreditation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional or disciplinary association initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal program review requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program commitment to improve undergraduate education (e.g., in strategic plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional commitment to improve undergraduate education (e.g., in strategic plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty or staff interest in improving student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, if applicable (briefly describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Is a person in your program responsible for coordinating or implementing student learning outcomes assessment?

- Yes, (full-time on assessment) (Go to question 8.)
- Yes, (part-time on assessment) (Go to question 8.)
- No (Go to question 9.)

8. If Yes, is that person a:

- Tenured faculty member
- Not tenured faculty member
- Non-tenure track faculty member
- Staff member

9. Which of the following accurately describe this position? (Select all that apply.)

- Receives one course equivalent teaching load reduction
- Receives more than one course equivalent teaching load reduction
- Other (please specify):

10. Does your program have a committee or group responsible for coordinating and implementing student learning outcomes assessment?

- Yes
- No

11. How many of your program faculty and staff are involved in student learning outcomes assessment activities beyond grading?

- All
- Most
- About half
- Some
- Very few
- None
- Uncertain

12. Does your program generate annual reports based on its student learning outcomes assessment activities?

- Yes (Go to question 13.)
- No (Go to question 14.)

13. Who receives these reports? (Select all that apply.)

- Program faculty
- Program/department chairperson
- Dean of school/college
- Provost/chief academic officer
- Institutional effectiveness/assessment office
- Institutional effectiveness/assessment committee
- Institution's governing board
- State board or agency
- Prospective students
- Currently enrolled students
- Alumni
- Other (please specify):

14. Which of the following would be helpful for your program to more effectively assess student learning outcomes? (Select all that apply.)

- A** More faculty release time to coordinate student learning outcomes assessment activities
- B** Some or additional stipends for faculty assessment leaders
- C** A program or department assessment committee, if not now in place
- D** Full-time assessment position in your program or department, if not now in place
- E** Some or more external consultants
- F** More faculty involvement in assessment
- G** Stronger support from the institution's leaders
- H** Better tests or measures of student learning outcomes
- I** More information about policies and practices of programs like yours at other institutions
- J** More information about assessment tools and approaches
- K** Greater faculty/staff expertise in assessment methodology among program faculty
- L** More help with assessment tools and approaches from institutional resources (e.g., institutional assessment office, teaching/learning center)
- M** More financial resources to pay for assessment instruments, etc.
- N** More recognition of faculty and staff members doing good work in assessment
- O** Other, if applicable (briefly describe):

15. From the list of factors above, please select the three that would be most helpful to your program by entering the letter corresponding to the selected factor for each response below:

- Most helpful
- Second most helpful
- Third most helpful

16. What changes - if any - have been made in your program policies and practices in response to assessment results to improve student learning? (Select all that apply.)

None (Go to question 17.)

Change in course or program curriculum (briefly describe):

Change in teaching practice (briefly describe):

Change in academic policy (briefly describe):

Change in assessment practice (briefly describe):

Other change (briefly describe):

17. Is there a dedicated program budget line for student learning outcomes assessment?

- Yes (Go to question 18.)
- No (Go to question 19.)
- Not sure (Go to question 19.)

18. About how much is your dedicated program budget?

\$

19. Compared to programs in your field or discipline at other institutions with respect to assessing student learning outcomes, is your program:

- One of the most active
- In the top third or so
- About average
- Below average
- Unable to determine
- To our knowledge, this program is not offered at any other institution (Go to question 21.)

20. Compared to programs in your field or discipline at other institutions with respect to using the results of student learning outcomes assessment, is your program:

- One of the most active
- In the top third or so
- About average
- Below average
- Unable to determine

21. Please enter the name and e-mail of the person who completed this questionnaire along with the other requested information.

Name:

Title:

E-mail:

Name of program:

Name of specialized or program accreditation(s) for your program (list all that apply, if any):

Name of institution:

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

- Yes
- No

23. What else do you think we should know about student learning outcomes assessment in your program?

THANKS FOR YOUR HELP!

