

National Institute for Learning Outcomes Assessment (NILOA)

Provost Survey 2017

Gathering and using evidence about what students know and can do as a result of their college education is an important responsibility of virtually every chief academic officer. 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 will inform efforts for all institutions, and we will provide you with a copy of the results prior to public release. We thank you in advance for your help.

Student learning outcomes include general and specialized knowledge, skills, abilities, dispositions, and values associated with a program of study.

- Has your **institution** adopted or developed an explicit set of student learning outcomes common to **all undergraduates** across all majors? Yes No
- Mark the statement below that **best describes** the extent to which your departments/schools/programs have intended learning outcomes that **are aligned** with **institutional** learning outcomes.
 - ALL departments/schools/programs have defined learning outcomes that ALIGN with institutional learning outcomes.
 - SOME departments/schools/programs have defined learning outcomes that ALIGN with institutional learning outcomes.
 - ALL departments/schools/programs have defined field-specific learning outcomes, but they are NOT ALIGNED with institutional learning outcomes.
 - SOME departments/schools/programs have defined learning outcomes, but they are NOT ALIGNED with institutional learning outcomes.
 - Individual departments/schools/programs DO NOT specify learning outcomes.
- What assessment approaches are used **at the institution level** (as contrasted with specific departments or units) to assess or 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.*

<input type="checkbox"/> Incoming student placement exams (ACCUPLACER, COMPASS, PARCC, Smarter Balanced, locally developed exams)	<input type="checkbox"/> Capstone projects (including senior theses), courses, or experiences
<input type="checkbox"/> National student surveys (NSSE, CCSSE, UCUES, CIRP, etc.)	<input type="checkbox"/> Rubrics (published or locally-developed used in conjunction with other approaches, including capstones, portfolios, and classroom-based assessments)
<input type="checkbox"/> Locally developed surveys	<input type="checkbox"/> Externally situated performance assessments such as internships or other community-based projects
<input type="checkbox"/> General knowledge and skills measures (CLA+, ETS-HEIghten, ACT CAAP, ETS Proficiency Profile, etc.)	<input type="checkbox"/> Alumni surveys, focus groups, or interviews
<input type="checkbox"/> Locally developed knowledge and skills measures	<input type="checkbox"/> Employer surveys, focus groups, or interviews
<input type="checkbox"/> Portfolios or eportfolios (a purposeful collection of student work showcasing achievement of learning outcomes)	
<input type="checkbox"/> Classroom-based performance assessments such as simulations, comprehensive exams, critiques, assignments, etc.	
<input type="checkbox"/> Other (specify: _____)	
- Of the assessment approaches your institution uses, please list in rank order up to THREE that are **most valuable for improving** student learning (with 1 being most important).
 - _____
 - _____
 - _____

5. What would be **especially helpful** to your institution as you assess undergraduate student learning?

Mark up to three of the following.

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

6. To what extent do the following **support your assessment activities**?

Mark one response for each item.

	Very Much	Quite a Bit	Some	Not at All	N/A or Don't have one
a. Institutional policies/statements related to assessing undergraduate learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessment committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Institutional research office and personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional staff dedicated to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development opportunities for faculty and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Center for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Active involvement of significant numbers of faculty in assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Active involvement of student affairs staff in assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Active involvement of students in assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Funds targeted for outcomes assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Assessment management system or software (e.g. Taskstream, Tk20, Livetext, or home-grown)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Recognition and/or reward for faculty and staff involvement in assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Leadership from President/CEO or Provost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other (specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessment plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assessment resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Current assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessment results (evidence of student learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Examples of changes made based on evidence of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Evidence that student learning has actually improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what extent are student learning assessment results used for the following? <i>Mark one response for each item.</i>	Very Much	Quite a Bit	Some	Not at All	N/A
a. Regional accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicating educational effectiveness to external entities (prospective students, governing boards, alumni, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. External accountability reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Institutional benchmarking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Program review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Trustee/Governing Board deliberations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learning outcomes revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Supporting achievement of equity goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Development of assessment measures or approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Curriculum modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Co-curricular improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Institutional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Academic policy development or modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Professional development for faculty and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other (specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How important are the following factors or forces in prompting your institution to assess undergraduate student learning outcomes? <i>Mark one response for each item.</i>	High Importance	Moderate Importance	Minor Importance	No Importance
a. Faculty or staff interest in improving student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Institutional commitment to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Concerns about equity and supporting achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. President and/or institutional governing board direction or mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Statewide governing or coordinating board mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Regional accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Program accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Participation in a consortium or multi-institution collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. External funding (federal, state, or foundation grants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. National calls for accountability and/or transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Institutional membership initiatives (e.g., VSA, U-CAN, AAUDE, VFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent have you made **changes** in policies, programs or practices **informed by 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At the school/college level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At the department/program level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In specific curricular requirements or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. In the co-curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please describe an example of a change in policies, programs or practice informed by assessment results?

12. What evidence should colleges and universities make available to demonstrate transparency and public calls for greater accountability?

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

14. In which of the following is your institution **currently** involved? *Mark all that apply.*

- | | |
|---|---|
| <input type="checkbox"/> Revising general education | <input type="checkbox"/> Participating in the Multi-State Collaborative |
| <input type="checkbox"/> Developing or implementing pathways to completion | <input type="checkbox"/> Using VALUE rubrics |
| <input type="checkbox"/> Using Liberal Education and America's Promise (LEAP) Essential Learning Outcomes | <input type="checkbox"/> Facilitating faculty work on the design of assignments |
| <input type="checkbox"/> Developing competency-based programs | <input type="checkbox"/> Mapping curriculum |
| <input type="checkbox"/> Using the Degree Qualifications Profile (DQP) | <input type="checkbox"/> Developing comprehensive student records (e.g. co-curricular transcripts) |
| <input type="checkbox"/> Participating in Tuning | <input type="checkbox"/> Using the Beta Credential Framework |
| <input type="checkbox"/> Participating in Achieving the Dream (ATD) | <input type="checkbox"/> Increasing quality or scaling-up High-Impact Practices (HIPs) (service-learning, undergraduate research, capstone, etc.) |
| <input type="checkbox"/> Participating in state-wide completion initiatives (Complete College America) | <input type="checkbox"/> Other (specify: _____) |

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

Name: _____ Title: _____

E-mail: _____

General Comments: _____

15. 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 © 2017 Indiana University.

