



- Framework for Assessment of Student Achievement:  
why, what & how

Dev Venugopalan  
Provost's Office

# Student Achievement and Program Quality

- A good number of stakeholders make student achievement a key indicator of program quality
  - Post-graduation success
  - Competencies at graduation
  - Program completion rates
- A key factor underlying these is how we practice teaching and learning



# Why do we believe that our program is of good quality?

“Our duty is to believe that for which we have sufficient evidence, and to suspend our judgment when we have not.”

- John Lubbock

# What evidence do we need?

- Evidence that supports our claims and the expectations of stakeholders
  - Post-graduation success
  - Competencies at graduation
  - Program completion rates
- Level at which evidence is gathered
  - Institutional
  - Program
  - Course/activity

# Why gather evidence?

- Increasing external demand for evidence at institutional and program levels
  - Department of Ed, accrediting bodies, state government
  - Compliance-driven assessment (Summative)

# What about our own need to gather evidence?

- Internal motivation for gathering and analyzing evidence is driven by
  - Desire to improve program quality
  - Improvement driven assessment (formative)
- What faculty have the most influence on is the level to which students achieve competencies

# HLC Criteria for Accreditation

- The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
- The institution uses the information gained from assessment to improve student learning.

# HLC Criteria for Accreditation

- The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

# Two paradigms of assessment

<b>Strategic Dimensions</b>	<b>Assessment for Accountability</b>	<b>Assessment for Improvement</b>
<b>Intent</b>	Summative (judgment)	Formative (improvement)
<b>Stance</b>	External	Internal
<b>Predominant Ethos</b>	Compliance	Engagement

From *P. Ewell, Assessment, Accountability, and Improvement, Revisiting the Tension*, NILOA, November 2009

# Two paradigms of assessment

<b>Application Choices</b>	<b>Assessment for Accountability</b>	<b>Assessment for Improvement</b>
<b>Instrumentation</b>	Standardized	Multiple/triangulation
<b>Nature of evidence</b>	Quantitative	Quantitative and Qualitative
<b>Reference points</b>	Comparative or fixed standard	Over time, Comparative
<b>Communication of results</b>	Public communication	Internal channels, media
<b>Use of results</b>	Reporting	Multiple feedback loops

“Outcomes, pedagogy, and measurement methods must all correspond, both for summative assessment (demonstrating that our students have achieved certain levels) and formative assessment (improving student learning, teaching, and programs).”

- Banta, Griffin, Flateby and Kahn

# Employers' involvement

- Employers nationally are increasingly weighing in on student competencies
- In some professional disciplines, they participate through accrediting bodies
- AAC&U survey of employers focused on liberal education outcomes valued by employers



# It Takes More Than A Major:

*Employer Priorities for College Learning  
and Student Success*

Key findings from survey among 318 employers

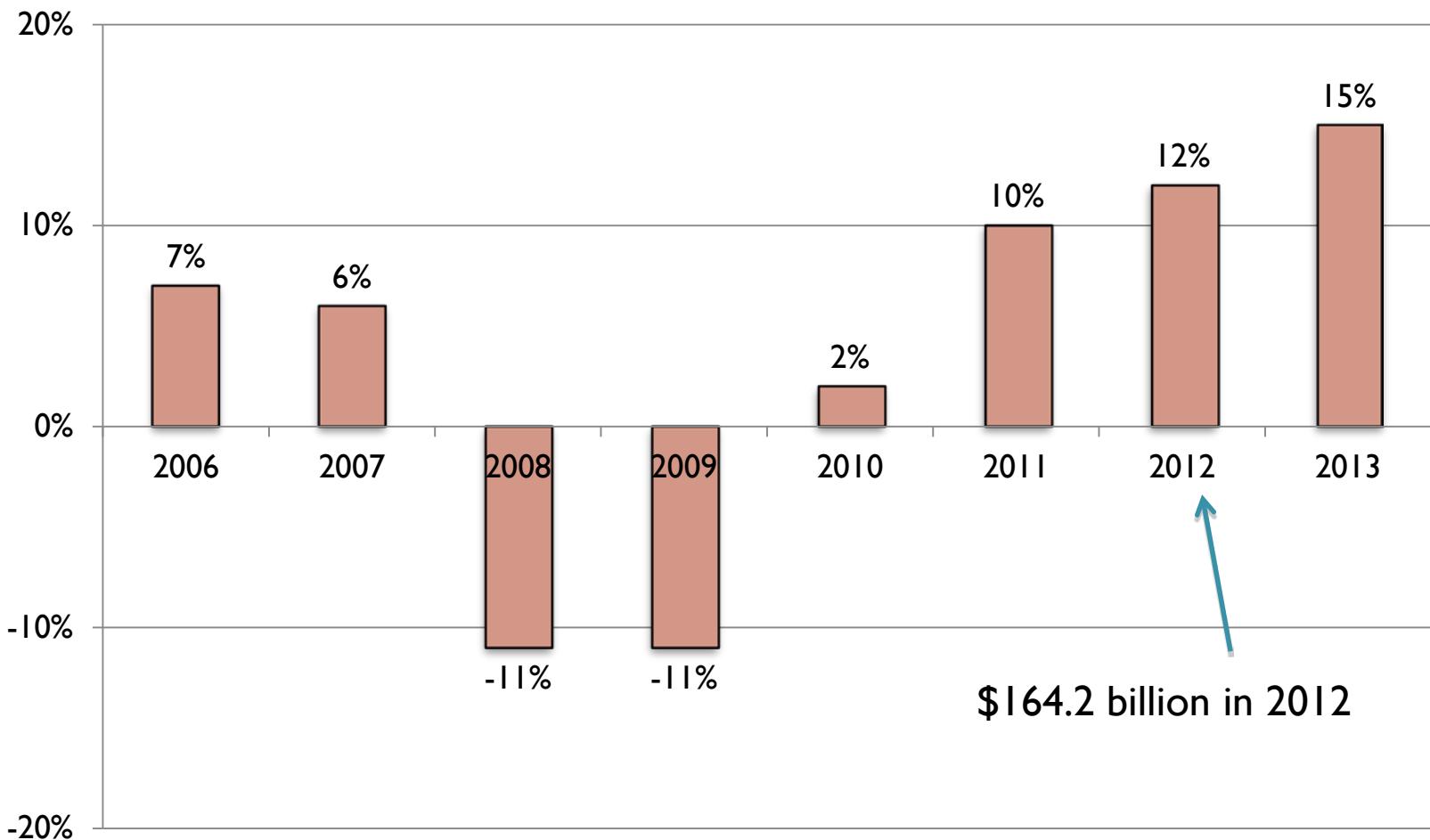
Conducted January 9 – 13, 2013

*for*



*Association of American Colleges and Universities*

## Year-over-year Change in Training Spending by U.S. Organizations



Source: Bersin by Deloitte, 2013

# Opportunities

- Estimated 60% of expenditures are for bridging “skills gap”
- In 2012, 40% of spending on training was through online courses/programs
- Having evidence of achievement of competencies has the potential to open opportunities

# How do we do that?

- Online programs present excellent opportunities for
  - Gathering evidence of achievement
  - Documenting improvements
  - Opportunities for students to more easily demonstrate competencies through portfolios
- CETL is the campus focal point