



ASSESSMENT OF INSTITUTIONAL QUALITY

What does the Commission expect?
What is the best presentation?

Data the Commission Expects

Accreditors are required by the US Department of Education to examine certain data elements.

Accreditors ask that colleges and their staffs develop a culture and practice of assessment based in evidence, and a culture and practice of incorporating data and analyses into decision making and efforts to improve.

Accreditors expect institutions to pursue research questions in greater depth over time.

Student Achievement Data

Student Achievement Data

Does the institution collect data on, analyze, and reflect on Student Readiness for college and Student Progress through college?

Student Readiness:

- Student preparedness for college
- Student learning needs

continued...

Student Achievement Data

Student Progress:

- Course completion data
- Student progress to next course
- Persistence semester to semester
- Student program completion

continued...

Student Achievement Data

- Degree and Certificate completion
- Student graduation rate
- Student transfer rate
- Student job placement
- Licensure information
- Other achievement data?

Student Learning Outcome Data

Student Learning Outcome Data

- Evidence of defined and established SLOs at course, certificate, and degree program levels (inc. gen. ed.)
- Evidence of dialogue about SLO development, analysis, and their use for improvement of instruction and services

Continued...

Student Learning Outcome Data

- Evidence that SLOs are measured and analyzed to improve instruction and services, evaluate institutional effectiveness, and plan improvements
- Evidence that students are learning (samples of student work or summary data on SLOs)

[Guide to Evaluating Institutions](#)

Assessment of Student Learning Outcomes

Direct Assessment Methods

Direct Assessment Methods

- Measure competencies or attainment levels reached by students (skills, abilities, knowledge)

Direct Assessment Methods include such things as...

- ✓ Capstone experiences
- ✓ Classroom assessment techniques
- ✓ Music/Dance productions
- ✓ Evaluation by employers
- ✓ Exit exams and interviews
- ✓ Licensure information

continued...

Direct Assessment Methods include such things as...

- ✓ Paintings, drawings and other samples of student work
- ✓ Portfolios (which are reviewed for evidence of learning and development)
- ✓ Practicum and internship evaluation
- ✓ Tests with grading rubrics

BEWARE of methods (sometimes referred to as indirect assessment) which only *assume* learning has occurred

- Grades
- Success rates
- Retention rates
- Enrollment patterns
- Degrees/Certificates awarded
- Placement
- Outcomes of special programs

Assessment of

General Education
Student Services
Library and Learning Support
Services

Assessment of General Education

- Evidence that faculty have dialogue about the philosophy of gen. ed.
- Inclusion of humanities and fine arts, natural sciences, social sciences
- Evidence that students can investigate, analyze, use critical thinking skills, relate to others, have a sense of responsibility for actions, and be lifelong learners

General Education Assessment Methods

- Capstone projects or experiences
- Portfolios of student work samples
- Tests with grading rubrics

Assessment of Student Services

- Student Services undergoes program review
- Recognizes its role as contributing to student development
- Assessment of each service is occurring

Student Services Assessment Methods

- Surveys
- Retention and completion rates
- Extracurricular activities and their role in developing leadership, self-esteem, and confidence
- Assessment of Learning Strategies Courses and Learning Communities
- Analysis of “alert plans”

continued

Student Services Assessment Methods

- Follow up on special needs students
- Exit interviews with students
- Assessing Orientation Programs
- Assessing Career Planning Programs
- Outcomes of students who utilized services (vs. non-users)

Assessment of Library and Learning Support Services

- Library and Learning Support Services undergo program review
- Recognizes its role in contributing to the achievement of student learning outcomes
- Provides ongoing instruction and support to develop skills in information competency

Library and Learning Support Services Assessment Methods

- Surveys
- Student evaluation of program quality
- Skills assessment
- Research and Assessment of student achievement of SLOs

ASSESSMENT OF INSTITUTIONAL RESOURCES, STRUCTURES, AND PROCESSES

Basic Data on Institutional Effectiveness

- Data on educational mission/community or student needs.
 - What are the educational programs that the institution offers? What community needs (e.g., labor market needs, special population needs) are the programs designed to meet?

Basic Data on Institutional Effectiveness

- Data on institutional resources – their quality and quantity.
 - Descriptions and analyses of staff, funds, facilities, equipment, technologies: What are these resources? Are they sufficient and appropriate to serve the college's mission? How have they changed over time, and why? What does program review suggest about needs for resource improvement?

Basic Data on Institutional Effectiveness

- Data on institutional processes – their qualities and use.
 - Descriptions and analyses of processes for governance, curriculum, hiring, registering, etc. What are these processes? Are they sufficient and appropriate to serve the college's mission? How have they changed over time, and why? What does program review suggest about needs for process improvement?

Basic Data on Institutional Effectiveness

- Data on educational programs – their quality and effectiveness
 - Descriptions of regular program reviews that assess currency of program content and the degree to which existing programs respond sufficiently to community demand and student needs. Are programs sufficient and appropriate to serve the college's mission? How have they changed over time, and why? What does program review suggest about needs for improvement in educational programs?

Presentation of Data

Data and Analyses on Educational Effectiveness

- Student Achievement – measuring student progress:
 - Data on Incoming Students:
 - Demographic data – who are they?
 - Data on Student Educational Goals
 - Students Incoming Educational Levels
 - Assessment Test Results
 - High School or GED Education
 - Prior College experience/coursework

continued

Data and Analyses on Educational Effectiveness

- Data and analyses on student achievement of educational goals or milestones
 - Course, program and degree completion
 - Persistence to next semester
 - Transfer or Job Placement/Advancement
- Other relevant data and analyses such as:
 - Time to completion or degree
 - Course taking patterns
 - Data that has been generated to answer questions the institution raises /special studies

Data and Analyses on Educational Effectiveness

- Student Learning Outcomes – measuring student learning:
 - Institutional definitions of SLOs at course, program, certificate, or degree levels
 - Institutional mapping showing assignment of SLOs to courses or learning experiences for programs, certificates, or degrees
 - Assessment tools defined or described and presented to team, including tests, portfolios, rubrics, etc.
 - Aggregate data on learning results as the college collects and uses it. (course, program, certificate, and degree levels)

Archiving and Presenting Data Used for College Dialogue

- Fact Books online or hard copy
- On-line Program Review Data/updated annually
- Key data trends presented in decision making settings – such as committee meetings.
- Board and college multimedia presentations with data on institutional effectiveness.
- What ever works for the institution to distribute data and encourage its use.

Presenting Data and Analyses to Accreditors

- Self Study Report – Introduction
- Fact Books on line or hard copy
- On line program review data
- Key data trends in institutional reports
- Team Room documents

Things to Remember

- Accreditors want institutions to be self - assessing, self-reflective and self -improving organizations. How a college chooses to engage in collecting and analyzing data, developing important research questions and a practice of inquiry, and implementing improvements is probably somewhat unique at each institution.
- Accreditor templates should be minimum requirements so as not to limit how an institution engages in self-evaluation over time.

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Things to Remember

- Accreditation is a peer review process. An institution's peers will be evolving their own expectations of how data can be presented over time. Expectations will rise.
- Accreditors look at institutional resources, structures, processes, and outcomes. They will examine how a college uses its data and analyses as well data on student achievement and student learning outcomes.