

Student Achievement and Success: What Institutions Are Doing

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Why an initiative on student achievement and success?

1. Implementation of the Standards
2. Better tools now available*
3. External reason: Take initiative – or lose initiative
4. Internal reason: “We do portfolios,” or “We use NSSE” [And then?]
5. Overarching reason: **Look at data first**, then write.

*e.g., NSSE, CCSSE, student record systems,
capacity for electronic portfolios

What should characterize the initiative?

- Mission-sensitive
- Diversity of institutions
- Multiple dimensions of success
- Trends and goals are important
- Promotion of improvement – of student learning and of assessment
- Responsive to quality assurance
- Promote creativity and sharing

New Data Forms

The E-Series: Making Assessment More Explicit

Select and declare a basic approach to assessment and summarize the findings

The S-Series: Data Forms on Student Success

Report data on retention rates, graduation rates, and other measures of success appropriate to the institution’s mission

Three levels of focus: institutional,
general education, degree program

Some Assumptions

- Goal is to stimulate greater coherence in institutional approaches, greater understanding of student achievement and success, and greater sharing among institutions
- No single way to achieve the goal: choice is important
- Greater regularity in reporting will benefit institutions, teams, Commission, general public
- Useful for institutions to have choices
- Not every measure is appropriate for every institution.
- Peer comparisons and trends over time are important

The “E Series”: Explicit Assessment

Institutions **choose one** of the following four options:

- E1. Inventory of program assessment and specialized accreditation
- E2. Voluntary System of Accountability plus program review
- E3. Statement of claims for student achievement and supporting evidence
- E4. Comparison to peers on measures of student achievement and success

or design their own, in consultation with the Commission staff

The Questions in Common:

1. What is the basic framework or approach?
2. How is the approach formalized or made known?
3. When do the processes occur?
4. What evidence is available?
5. Who uses or interprets the evidence?
6. How has the evidence been used for improvement?

What do you see when you look at the data?

The “S Series”: Student Success

- S1. Retention and Graduation Rates – not just IPEDS (all institutions, capturing ~all of the student body)
- S2. Other measures of student achievement and success – mission-related success (all institutions, reflecting mission)
- S3. Licensure Passage and Job Placement Rates – where applicable (most institutions, per mission and programs)
- S4. Completion and placement rates for short-term vocational programs (some institutions, mainly community colleges)

Goal: Represent all students, focus on institutional mission and claims

All Students, all locations, all modalities: Retention and Graduation Rates by/for

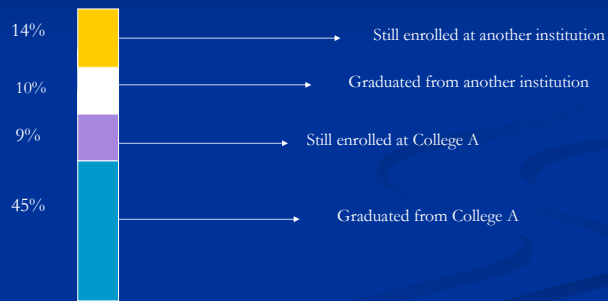
By Demographics	male/female Racial/ethnic groups International students
Other characteristics	Full-time/part-time First-generation students Pell-grant recipients Off-campus locations Distance education students Living on campus/living off campus
By enrollment path	Transfer students: <30 credits; Associate degree; baccalaureate completion Late admits, waiting lists, etc. Started in Fall; started in Spring Students who enroll through articulation agreements

All Students, all locations, all modalities: Retention and Graduation Rates by/for

Leading and Lagging	Students who enter with 9+ AP credits Students who earn 9+ CLEP credits Students who take (some combination of) Developmental English Developmental Reading Developmental Math ESL
Initial choices	Students with “undecided” majors Course selection pattern Special opportunity selection (e.g., freshman seminars) Gateway courses
Especially for Ph.D. students	Time to degree

Retention and Graduation: Telling the Full Story

What the National Student Clearinghouse can add



Adapted from VSA

Using the Forms as a Basis for Improvement

- **Start early [Data First]** so the data can be collected, analyzed, and used by those engaged in the self-study/report preparation process.
- **Reflect on the findings [Appraisal]** – What and how are students learning? Have we developed the capacity to collect and use important data about student achievement?
- **Use the findings [Projection]** – to improve assessment and student success



Public Disclosure. . . .

What Aunt Miriam wants to know from the web

- Mission, character, size, location, president, board
- Student body: Who goes there?
- Programs: What's on offer for study?
- Resources: Faculty, library, labs
- Services: What help is available?
- Opportunities: What else besides class?
- Cost: Tuition and fees, aid, debt
- Results: What do students learn? What do graduates do?