

## Using Externally and Internally Generated Assessment Data to Improve Student Learning

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## Barbara Walvoord's "A" credos:

- ❑ The purpose of assessment is informed decision-making, including the use of information about student learning.
- ❑ We are here to plan better decision-making, not to plan assessment.
- ❑ Informed decision-making is what accreditors most want.
- ❑ The goal is not merely to comply with accreditors but to establish healthy, information-based decision-making that improves the effects of college on students' learning and development.

Walvoord, Barbara. *Making Assessment Simple, Practical, and Effective* (NEAN Workshop Handout, June 2008)

## NEASC Standard Two: Planning and Evaluation

2.6 Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

## Evidence for Student Learning

### Externally Generated Data

- IPEDS data
- CIRP Freshman Survey
- National Survey of Student Engagement
- National Survey of Faculty Engagement
- Wabash National Study of Liberal Education
- Collegiate Learning Assessment
- ETS, ACT Subject Tests
- GRE, LSAT, MCAT Results
- National Rankings (U.S. News, etc.)
- Ad infinitum

### Internally Generated Data

- Retention & Graduation Data
- Admissions Data
- Student Grades
- Student Course Evaluations
- Course-taking Patterns
- Placement Testing
- Electronic Student Portfolios
- Student Life Data
- Career Placement
- Student Focus Groups
- Ad infinitum

## **A Tale of Two Institutions: Stages of the Data Continuum**

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**THE  
UNIVERSITY  
OF RHODE ISLAND**



### **Data Best Practice #1**

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**Provide Strong Campus Leadership for Routine, Widespread Utilization of Data in Campus Decision-making.**

### **Data Best Practice #2**

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**Collect, Catalog, and Annotate All Campus Data Sets. Align Data Wherever Possible.**

### **Data Best Practice #3**

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**Develop a Campus Master Plan for Routine Data Collection and Dissemination.**

### **Data Best Practice #4**

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**Make Collective Meaning of the Data.**

### **Data Best Practice #5**

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**Share the Data and Conclusions in a Publicly Accessible Format.**

### **Data Best Practice #6**

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**Ensure that the Data Spawn Response and Action, if Indicated.**

### **Formulating a Plan: From Data to Action**

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**Consider your institution and devise a specific way in which the data you have could be used more effectively to improve student learning:**

- What ideas have you heard so far that might help you address this goal?
  - What first step(s) will you take when you return to campus?
  - Who will you contact?
  - What will you propose or ask?
  - What is your reasoning/argument?
  - What response do you want?
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## More Information or Discussion

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