Multi-State Collaborative
to Advance
Learning Outcomes Assessment

—MSC—
VALUE: Valid Assessment of Learning in Undergraduate Education

1) MSC
2) a group of independent institutions

Funding: 2014/2015 funded in part from a sub-grant to SHEEO from AAC&U as part of Gates Foundation grant.
The Multi-State Collaborative to Advance Learning Outcomes Assessment

Collaborating to develop and pilot test a model for state system learning outcomes assessment that is rooted in:

- Campus and multistate collaboration
- Focused on authentic student work
- Useful to faculty for improving teaching and curricula
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**MSC Participants:** CT, IN, KY, MA, MO, MN, OR, RI, and UT

**Steering Committee:** State point persons from each respective state and representatives from SHEEO and AACU.

**Institution Point Persons:** Institution point person from each campus in each state.

**Pilot Study Team:** consisting of representatives from each state, SHEEO, and AAC&U. This team will serve as an advisory board to the Steering Committee.
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PURPOSE

Improve student learning

for all students
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PURPOSE

Demonstrate public accountability

To students
To parents
To employers
To scholars
To journalists
To legislators
To taxpayers
WHY COMPARISONS?

- Provide a common framework for how we discuss quality consistently across institutions and states
- Provide external validity
- Cross-institution and cross-state learning communities to improve teaching and learning through assessment
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THE MODEL
Build Upon Campus-Level Assessment Programs

Multi-State LEVEL

STATE LEVEL

INSTITUTION LEVEL
(OFTEN GENERAL EDUCATION)

PROGRAM LEVEL

COURSE LEVEL
Use of Multiple Measures of Student Learning

Model:

- **Direct assessment** of student learning includes measures of what a student knows and can do. Examples include completed student projects, papers, examinations, presentations, performances, and portfolios.

- **Indirect assessments** involve information about student learning by examining indicators of learning other than student work. Types of indirect assessments include surveys, exit interviews and focus groups.
Common Framework for Assessment

**MODEL:** Adopt the LEAP Essential Learning Outcomes and the VALUE Rubrics.

**PILOT STUDY:** Written Communication and Quantitative Reasoning Critical Thinking (optional)
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When Along Students’ Academic Path to Assess Learning

**MODEL:** Assessment of learning at multiple points over students’ academic path.

**PILOT STUDY:** Assessment learning - sample of students who have completed 75% of the total number of credits required to graduate
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Sampling

**MODEL**

_Sampling of Institutions:_ MSC works with states to set up an institution selection process. States will likely establish an annual rotation of institutions.

_Sampling of students/student work:_ Generate a stratified random sample large enough to allow for disaggregation by student and institution characteristics. Develop a sampling process with enough congruency and uniformity across institutions and states to allow for meaningful aggregation and significance testing for the total population and for subpopulations.

_PILOT STUDY:_ Sampling guidelines are **forthcoming**

**Minimum targeted number of artifacts:** 75 student artifacts per outcome per institution
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THE MODEL

Data Collection and Data Management:

Assessment Management System that will allow for electronic uploading of student work, online access to student work for scoring, analysis of assessment scores, generation of reports at the institution, state and multistate levels while maintaining necessary confidentiality and de-identification at all levels. Sufficient storage capacity for maintaining a database of student artifacts.

PILOT STUDY:

An Assessment Management System has been chosen and will be announced after the contract with the vendor has been finalized. Institutions or states will upload student artifacts with a corresponding artifact information file (will include the coding) into the AMS.
THE MODEL

Results Aggregation: Campus assessment results will be aggregated at the state level by segment. As more institutions and types of institutions participate, more delimited aggregations may be possible such as transfer-oriented versus career-oriented community colleges.

Pilot Study: Aggregation at the state level by segment – two-year and four-year institutions. Aggregation at the multistate level by segment to allow for benchmarking.
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THE MODEL
Metrics for the Pilot:

The pilot study will evaluate the ability to generate a representative sample with appropriate randomization at both the state and Multistate levels for significance testing, and the ability to generate a large enough sample size at the Multistate level to undertake subgroup analysis.
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Presentation of Results

The Model:
1. Public reporting: aggregated scores by segment by state
2. Presentation of results will vary for external & internal audiences
3. Reporting platforms will allow for:
   a. campus narratives to provide context for results and to speak to institutional differences
   b. reporting of multiple measures of learning if applicable

Pilot Study:
No public reporting of results; results will be returned to states and institutions; Pilot study will allow for experimentation with different reporting out frameworks and platforms.
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Additional Pilot Study Information

Purpose:

Proof of Concept:
1. Ability to provide useful assessment data for campus use
2. Ability to organize aggregated data for state-to-state comparisons and for benchmarking
3. Ability to measure student learning using VALUE rubrics
4. Establish validity and reliability of the VALUE rubrics in measuring student learning including measures of inter-rater reliability

Proof of Feasibility:
1. Ability to sustain campus effort
2. Ability to scale up
3. Ability to construct sampling procedures that will generate a representative sample pool of student work at the campus, state and Multistate levels
Who will score the collected student work? Faculty scorers will be selected from public institutions across the states with preference given to faculty from institutions participating in the pilot study.

To the extent possible, the pilot study will involve centralized scoring and calibration. Depending upon the size of the actual sample collected, scoring may take place at centralized locations within a state or on campuses. Scoring protocols for the pilot are under development (Spring 2015)
How will the assessment scores and other collected information from the Pilot Study be used?

- Analysis of the results to evaluate whether the stated pilot study outcomes related to proof of concept and feasibility were achieved.
- Identified trends at the Multistate level in the assessment data will be reported out.
- There will be no public presentation of pilot study results with respect to levels of student learning.