

Membership Year 2005

May Survey

SUBJECT: *What Do CEOs Want to Know About – Assessment of Student Learning?*

This Survey explored the factors that drive the assessment of student learning and how the data collected are used in community colleges, is attached. Some of the extra examples for each of the questions, provided by our member colleges, are listed below.

What factors drive assessment of student learning? Along with the selections listed in the survey, colleges also offered answers such as meeting district goals and initiatives, curriculum improvement, meeting employer needs and demands, fulfilling the college's commitment to students, improving learning and teaching, meeting student needs, providing direction for strategic planning, improving research capability, and the need to know if students are reaching their goals and the colleges goals.

What evidence is used to determine student attainment? Additional evidence used to determine student attainment included the success of transferability of courses, employer feedback, portfolio analysis, course-embedded questionnaires, employer-satisfaction surveys, year-to-year retention, licensure and other exam pass rates, developmental student achievement, completion of general education competencies, basic skills retention, graduation rates, selected exam results, progression points, and pre/post graduate surveys.

What does the student learning data help you to determine? Colleges also use this data to determine employer interview data, critical life-skills attainment, level of student engagement, successful transfer rate, attainment for specialized populations, identification of at-risk populations, program enhancement, student learning outcomes by course, general education achievement, and core curriculum competencies.

How is student attainment data delineated? Factors used to further represent student attainment across groups are residency, limited income, program of study, credit-load status, daytime and evening students, Perkins Core Indicators, higher education experience, credit hours earned, number of skill deficiencies, geography, home community, marital status, full/part-time status, admission status by campus, and the level of initial required remediation.

How is this student learning data used? Other uses for this data included accreditation, strategic planning, report to board and trustees to show success, meeting grant accountability requirements, receiving funding at state level, providing accountability, identifying areas for improvement, and identifying at-risk student populations/early intervention strategies.



**What CEOs Want to Know About...
Assessment of Student Learning?**

A Survey of and for League Alliance CEOs

These survey results are composed of the responses submitted by your fellow CEOs as part of the *Alliance* quarterly CEO survey service. The response rate for this survey was 29% (n=188).

1. In the context of institutional outcomes, what factors drive assessment of student learning at your college?

86% Accountability	93% Institutional improvement
89% Accreditation	36% Transfer institution requirements
23% Employee needs and demands	11% Other
32% Funding	

2. In the context of institutional outcomes, what evidence is used to determine student attainment at your college?

88% Course completion rate	33% Student achievement of self-identified goals
76% Employment rate	80% Term-to-term retention
61% In-course retention rate	72% Transfer rate
93% Program completion rate	16% Other

3. At your college, are data collected to determine

- 74% Student attainment of course-level learning outcomes
- 81% Student attainment of program-level learning outcomes
- 63% Student progress through course sequence
- 30% Student achievement of self-identified goals
- 7% Other

4. To get a more complete picture of achievement or lack of achievement among student groups at your college, is student attainment data delineated by

65% Age	20% Income
40% First-generation status	74% Race/Ethnicity
86% Gender	19% Other

5. How are data on student learning and attainment used at your college?

- 88% Systemically to improve course/program/institutional effectiveness
- 78% Systemically to improve student learning
- 70% To fulfill state and federal reporting requirements
- 38% For marketing and recruiting purposes
- 86% For program review
- 12% Other