



SHEEO Higher Education Policy Conference | August 7, 2013

# Statewide Assessment of Student Learning

## *Two Interrelated Projects*



MASSACHUSETTS  
Department of  
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# Massachusetts Statewide Student Learning Outcomes Assessment Model

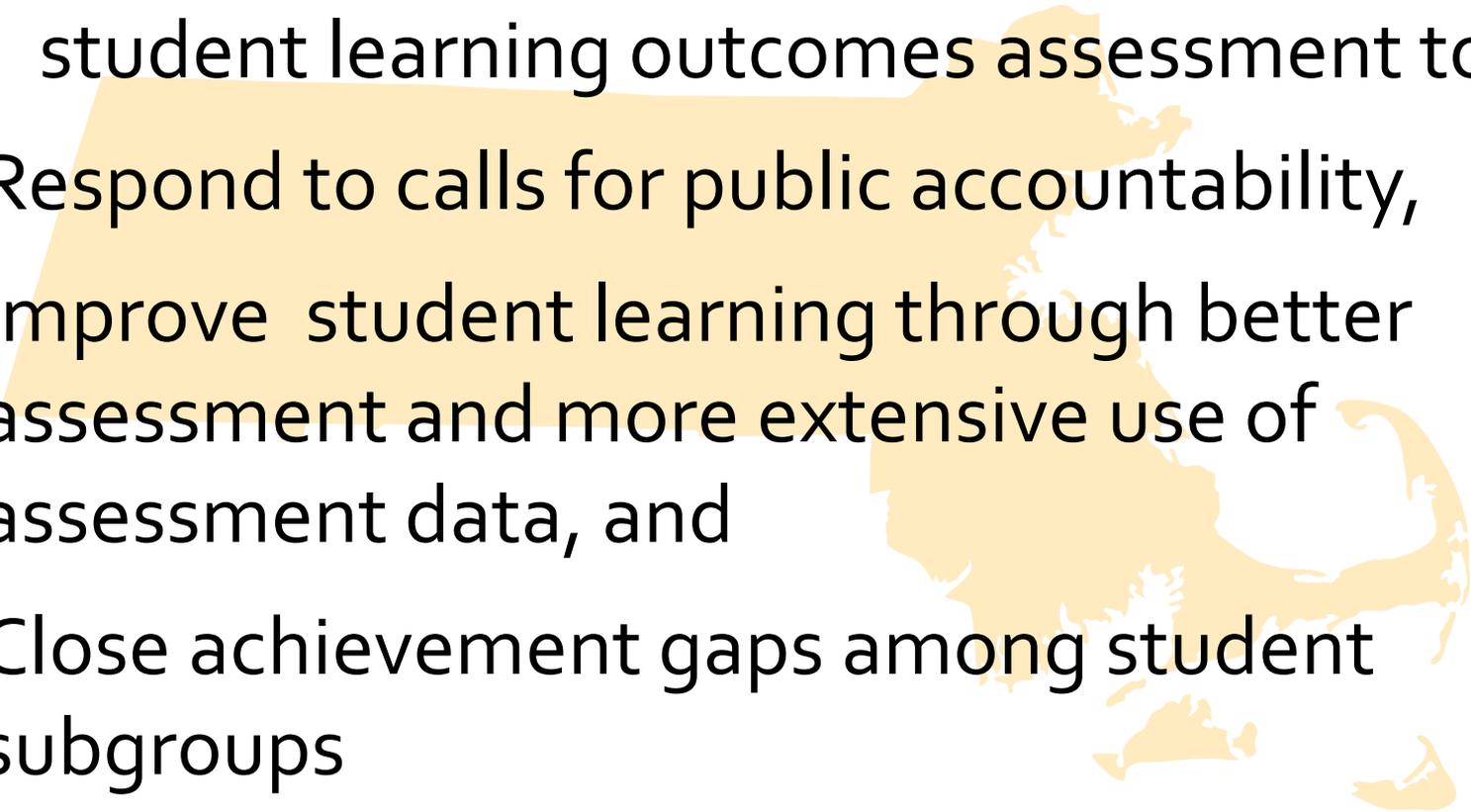
Advancing a Massachusetts Culture of Assessment project supported by a generous grant from the

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# Massachusetts Statewide Student Learning Outcomes Assessment Model

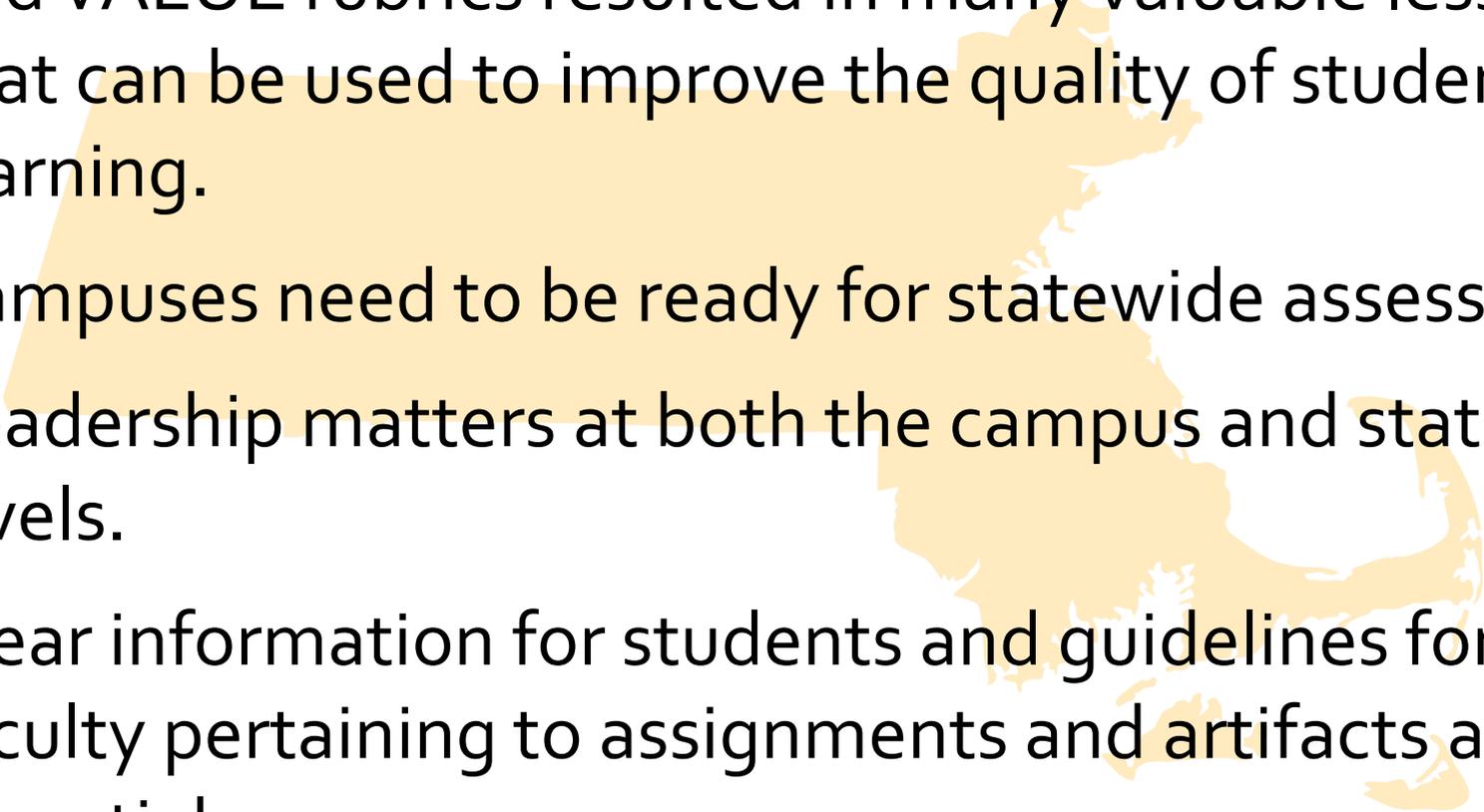
**Purpose:** To develop a statewide model of student learning outcomes assessment to:

- Respond to calls for public accountability,
  - Improve student learning through better assessment and more extensive use of assessment data, and
  - Close achievement gaps among student subgroups
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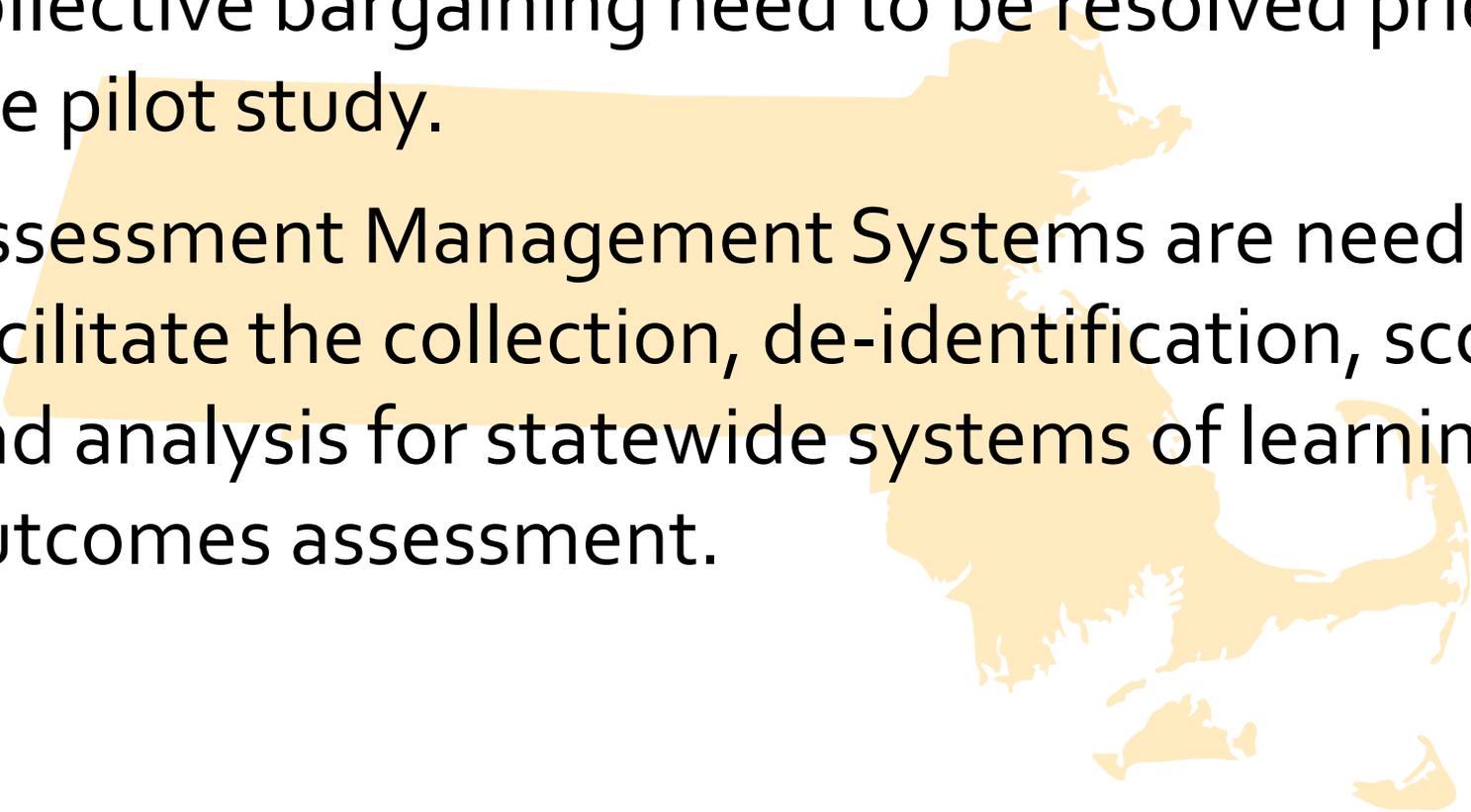
# Massachusetts Statewide Model Development and Pilot Study

Massachusetts Model	Massachusetts Pilot	Pilot Analysis
Develop a statewide model of student learning assessment that avoids the use of standardized tests	Analysis and Evidence of: <ol style="list-style-type: none"> <li>Level of student learning</li> <li>Identify strengths and weaknesses in student achievement</li> <li>Identify strengths and weaknesses in model</li> </ol>	Proof of Concept Proof of Feasibility
Developed principles to guide model development	Pilot study consistent with guiding principles	
LEAP Essential Learning Outcomes	3 LEAP Essential Learning Outcomes: WC, CT, QL	Ability to provide useful assessment data for state and campus use
Unmodified LEAP VALUE Rubrics	Assess student work using unmodified LEAP VALUE Rubrics for WC, CT, and QL	Examine validity and reliability of assessment tool
Course embedded authentic student work	Faculty agreed to artifact collection and to provide information on rubric dimensions covered in submitted assignment	Ability and willingness of faculty to provide artifacts to be scored against the VALUE rubrics and their dimensions for all 3 SLOs
Multiple points in time	Nearing graduation as measured by credit completion	Faculty ability to provide artifacts at this point along a student's academic path
<ol style="list-style-type: none"> <li>Segment (CC, State U, Umass)</li> <li>Campus</li> <li>Students</li> <li>Student Artifacts</li> </ol>	Pilot campuses drawn from 3 segments: 4 CC; 2 SU; 1 UMass campus; Identify total eligible student body and from this population sample student artifacts	Feasibility of sampling students first and student artifacts second. Ability to scale up with respect to sampling protocols.
Report out aggregate data by segment across multiple dimensions; Report noted trends Avoid the use of a single number Avoid direct institutional comparisons	Agreed not to publish or share data or data analysis results  Individual campuses can request their campus data and the analysis of their data will be returned to them	Ability to organize aggregated data for comparison at the segment level and for presentation

# Six Lessons Learned From Massachusetts Pilot Study

- Pilot Study assessment methods based on LEAP ELOs and VALUE rubrics resulted in many valuable lessons that can be used to improve the quality of student learning.
  - Campuses need to be ready for statewide assessment.
  - Leadership matters at both the campus and state levels.
  - Clear information for students and guidelines for faculty pertaining to assignments and artifacts are essential.
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# Six Lessons Learned From Massachusetts Pilot Study

- Issues related to IRB, student consent, and collective bargaining need to be resolved prior to the pilot study.
  - Assessment Management Systems are needed to facilitate the collection, de-identification, scoring and analysis for statewide systems of learning outcomes assessment.
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# *The Multi-State Collaborative*

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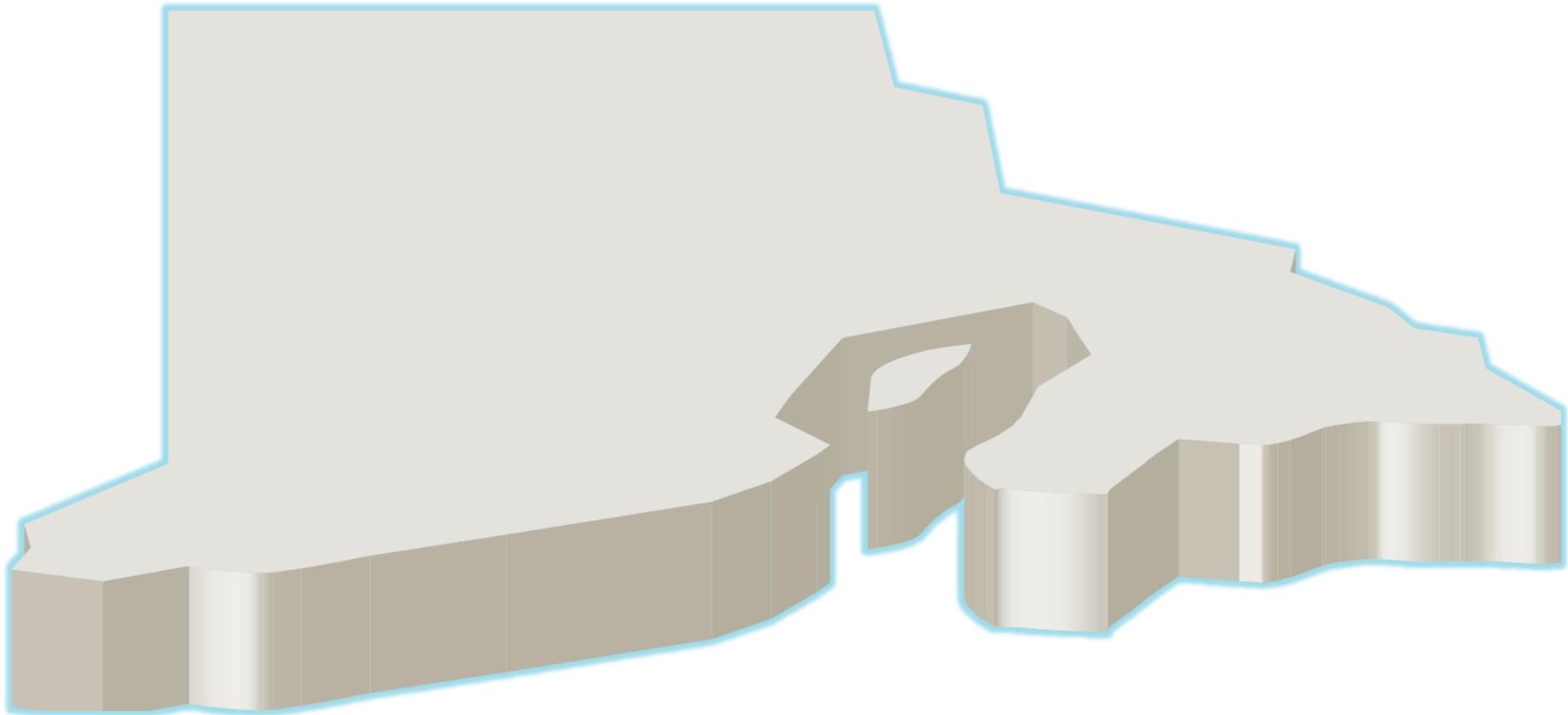
# The Multi-State Collaborative: Model Development

<b>Multi-State Model Development</b>	
State SHEEO's Agreement	Among other things, commits collaborating states to model development and pilot testing of an outcomes assessment program that does not rely on standardized tests. Commits to collaborative development and use of the LEAP framework.
Developed principles to guide model development	Selected by working group members
Initial Student Learning Outcomes	Written Communication , Quantitative Literacy, and possibly Critical Thinking
What to assess and when	Course embedded authentic student work; Faculty provide student work near 2 yr or 4 yr degree completion
Assessment Tool	Assess student work using LEAP VALUE rubrics
Unit of Analysis for Pilot Study	Students, artifacts, campuses by state & sector
Sample and Sample Size	Vary by state but large enough for statistical analysis in each state
Faculty Engagement	Agreed that model and pilot required significant faculty engagement with LEAP-based assessment and training
Scoring/Assessing Student Work	Centralized scoring; faculty scorers; Under discussion is scoring within each state or across states
Data Collection and Management	Assessment Management System Plans being developed
Presentation of Results	Once piloted, report aggregated results by state against benchmarks for the Multi-State Collaborative; State specific presentations and multi-state reports

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# Multi-State Collaborative

Perspective from a Collaborative State: Rhode Island



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