

Bridging the Divide

Connecting Classroom Assessment
with Institutional Assessment

Seattle, Washington
January 2009

Wabash National Study details

- 49 institutions
- 17,000 students to date
- Longitudinal
 - Follow one class for *at least* 4 years
- Purpose
 - To identify teaching practices and institutional conditions that promote critical thinking, moral reasoning, openness to diversity, leadership, psychological well-being, need for cognition

What changes?

	Increase	No Change	Decline
Critical Thinking	✓		
Contribution to Science			x
Contribution to the Arts			x
Political/Social Involvement			x
Leadership		—	
Academic Motivation			x
Well-Being		—	
Literacy		—	
Openness to Diversity/Challenge			x
Moral Reasoning	✓		
Need for Cognition		—	
Universality/Diversity		—	

**What practices and
conditions make a difference?**

What experiences promote growth on multiple outcomes?



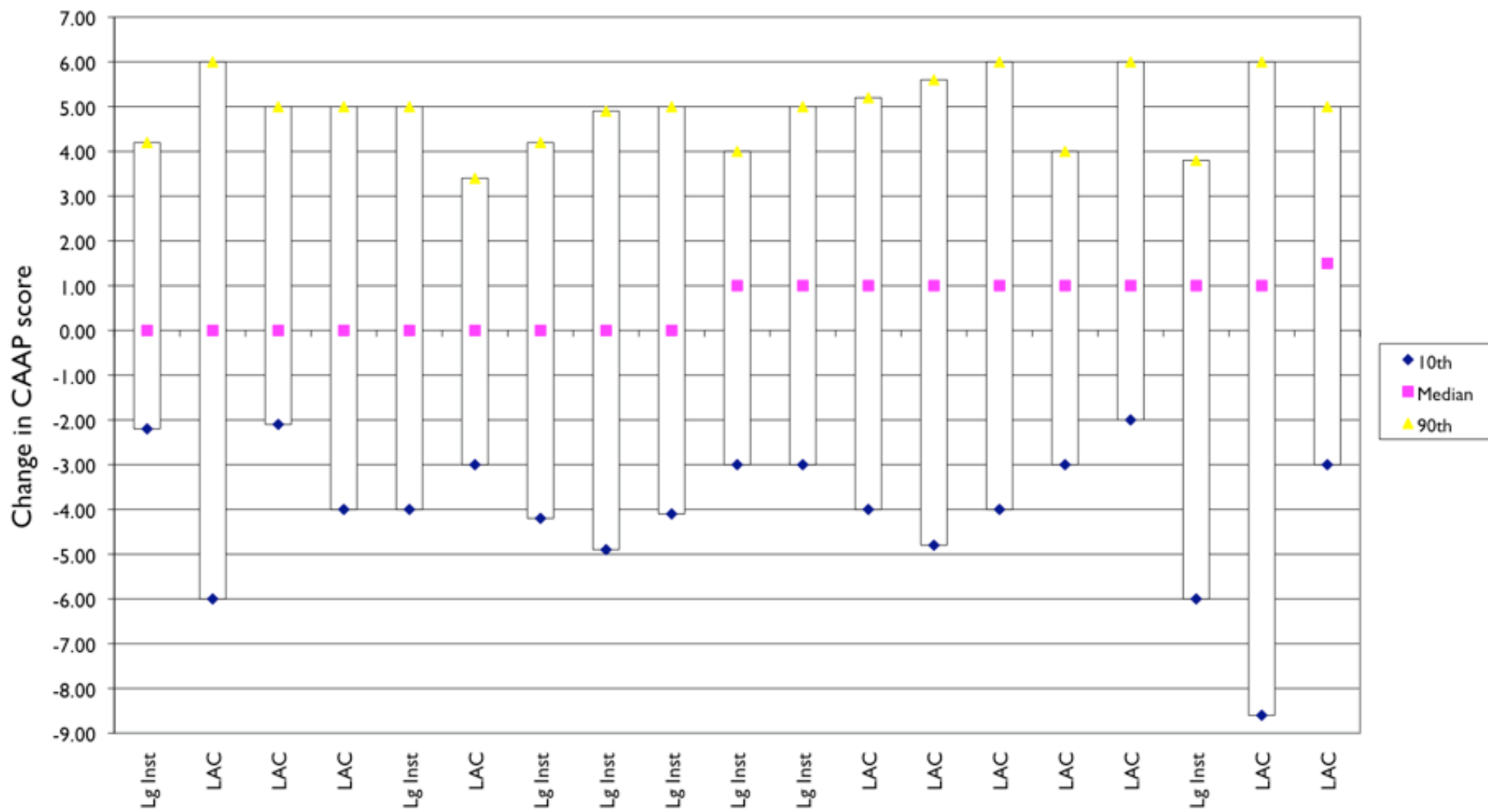
High impact practices and conditions

- **Good Teaching and High-Quality Interactions with Faculty**
 - Faculty interest in teaching and student development
 - Organization, clarity, prompt feedback
 - Faculty enthusiasm for teaching
- **Academic Challenge and High Expectations**
 - Hard work, challenging assignments and interactions
- **Diversity Experiences**
 - Meaningful interactions
- **NSSE Deep Learning**
 - Synthesis, judgment, integration, and reflection

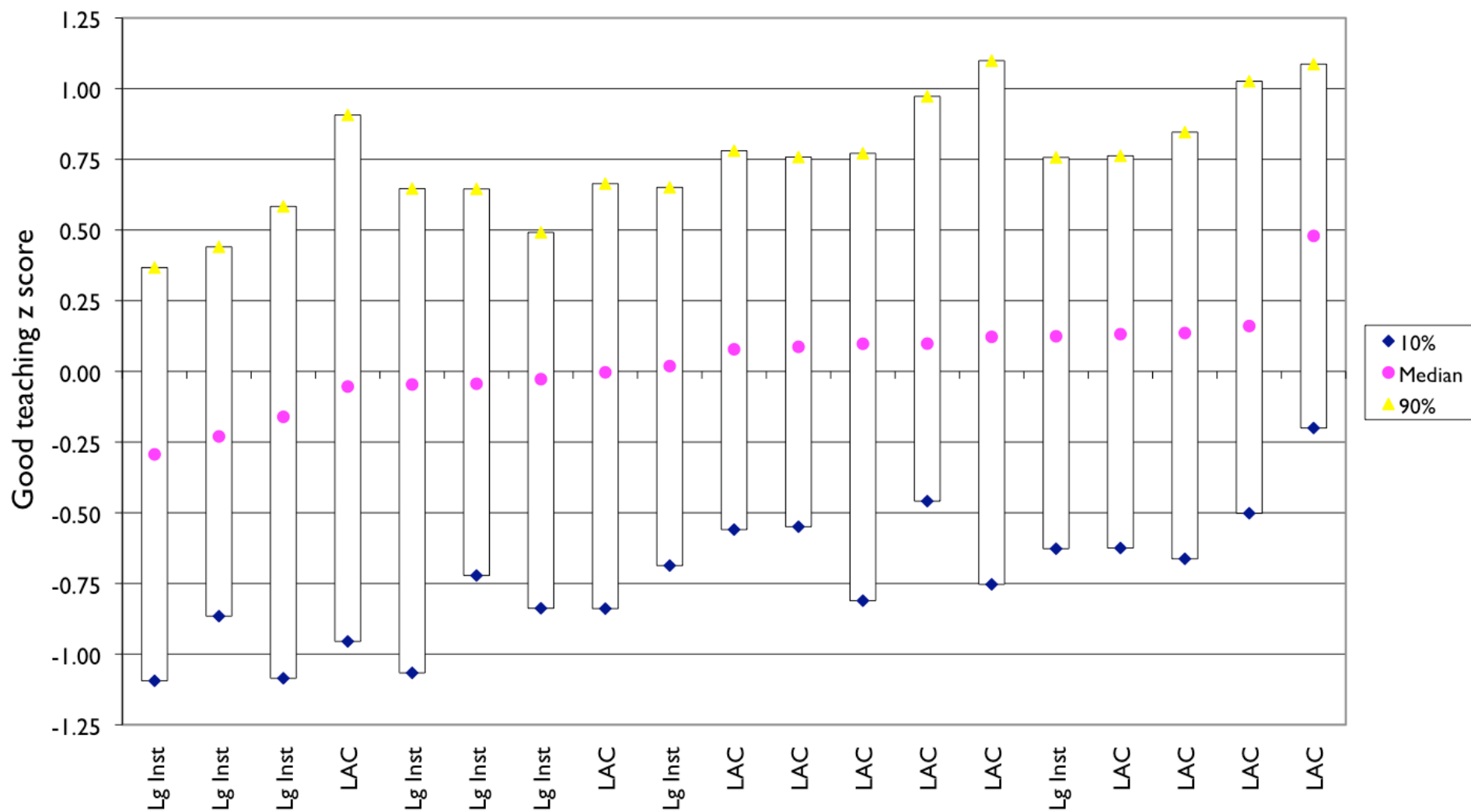
	Good Teaching	Academic Challenge	Diversity Experiences	NSSE Deep Learning
Critical Thinking	✓			
Contribution to Science				✓
Contribution to the Arts			✓	✓
Political/Social Involvement		✓	✓	✓
Leadership	✓	✓		✓
Academic Motivation	✓	✓	✗	✓
Well-Being	✓	✓	✗	✓
Literacy	✓	✓	✓	✓
Openness to Diversity/Challenge	✓	✓	✓	✓
Moral Reasoning	✓	✓	✓	✓
Need for Cognition	✓	✓	✓	✓
Universality/Diversity	✓	✓	✓	✓

Connecting with the Classroom

Change in CAAP Critical Thinking Test score



Good Teaching and High Quality Interactions with Faculty



High Levels

NSSE Deep Learning 39%

Good Teaching 23%

Academic Challenge 19%

Diversity Experiences 5%

Lessons learned, so far

- Prepare for change
 - Set aside resources prior to getting assessment data
 - Develop communication plans

- Make sense of data in public with friends
 - Faculty, staff, administrators and students
 - Talk with students
 - Make sure faculty and staff hear student responses

Current challenges

- Many prefer to collect new data rather than act on old data
- We already engage in good practices!
 - Do we know how students experience our classes and our programs?
 - ▶ Teaching evaluations may not help
- High human cost of “big assessment”
 - To what extent does data gathering take energy and resources from using data?