The Teagle Foundation’s Outcomes and Assessment Program: A Summary of Accomplishments 2004-2012

Prepared by Allison Vickers

New York University

Steinhardt School of Culture, Education, and Human Development

Teagle’s Outcomes and Assessment program has funded a wide range of research related to assessment and student learning. Colleges and universities across the country have utilized Teagle resources – both financial and informational – to frame the discussion about assessment. With an emphasis on collaborative and faculty-driven work, the Outcomes and Assessment program has resulted in a combination of theoretical research, practical knowledge, and changes on campus. To the grantees’ credit, the sheer amount of knowledge produced by these grants is staggering and could fill volumes. This publication provides brief highlights in several key areas from a group of 30 grants that involved nearly 70 schools and 10 educational organizations. More information about specific grants can be found on the Teagle Foundation website (www.teagle.org).

Methodology

In preparing this document, final reports from all of Teagle’s Value-Added Assessment grants were reviewed and mined for relevant information. Rather than focus on each individual grant, several common themes were identified and used to highlight specific findings from each project. Because many projects covered multiple topics, grants are often referred to in more than one section. This document is in no way representative of the Teagle Foundation’s complete body of work – the foundation also supports projects in other areas such as Fresh Thinking and College-Community Connections. It is also in no way representative of the entirety of the Outcomes and Assessment program – it would be simply impossible to fully relay the extent of research done over the past eight years. However, this document will give readers a glimpse into the work done as a result of Teagle’s Value-Added Assessment grants. A complete list of grants is included as Appendix A of this report.

Collaborative Work

With an eye toward improving liberal education in the arts and sciences, the Teagle Foundation has supported projects that bring campuses together. Collaborative work builds strong relationships between institutions and individuals – in fact, many of these consortia have continued to work together and share ideas. By working with other institutions, schools can gain a better understanding of how to effectively assess student learning.

- The American Association of Colleges and Universities (AAC&U) served as a resource for six multi-campus collaboratives that had been awarded Teagle grants to advance and assess liberal education outcomes. In February of 2006, AAC&U supported a working conference for 62 participants on faculty-driven, value-added assessment. The agenda
focused on intentionality in achieving liberal education outcomes, alignment for increased curricular coherence, and use of rubrics to assess student performance.

- The Council of Independent College’s Collegiate Learning Assessment Consortium focused on improving teaching and learning on campus. The work was driven by faculty and administrators at participating colleges, and facilitated by staff from the CLA and NSSE.

- In an effort to enhance the abilities of minority-serving institutions to document, assess, and articulate student learning on their campuses, the Southern Education Foundation hosted – as one component of the project – a Student Learning Outcomes Institute in January 2011. Nearly 200 participants from 55 institutions attended.

- AAC&U, with support from Teagle, held the inaugural Engaging Departments Institute in 2009. With more than 120 participants from 25 institutions, the Institute was designed to engage faculty and administrators with their leadership role in helping students achieve the broad aims of liberal education. AAC&U has continued to operate this Institute under the title ‘Institute on Integrative Learning and the Departments.’

- With a grant given for a project entitled “Catalyst for Cognizance and Change,” Kalamazoo College, Colorado College, and Earlham College organized and held “Triangulating Outcomes of Undergraduate Education: Using Evidence to Enhance Student Learning,” a data-sharing workshop at Wabash’s Center of Inquiry in the Liberal Arts that included seven colleges and universities as well as representatives from CLA, NSSE, and SSRC.

- After working on successful independent assessment projects, six highly selective liberal arts institutions in the Midwest – Augustana College, Alma College, Gustavus Adolphus College, Illinois Wesleyan, Luther College, and Wittenberg University – consolidated to form the Midwestern Alliance for Learning in the Liberal Arts (MALLA). MALLA has conducted unique research in assessment, student learning, and study abroad experiences. MALLA has continued to perform innovative and relevant research.

- A project on liberal education and study abroad organized by Associated Colleges of the South, Associated Colleges of the Midwest, and Great Lakes Colleges Association involved 42 colleges and universities.

Research and Publications

Although much of the research Teagle supports is ‘know-how’ and applies directly to work in liberal education, some projects have resulted in publications or further study.

- AAC&U’s Engaging Faculty with the Quality of Student Achievement project led to a publication on planning, fostering, assessing, and improving student learning of liberal education outcomes titled *Assessment in Cycles of Improvement*. After the initial distribution, AAC&U’s office received requests for nearly 600 additional copies.
• Kalamazoo College gave a presentation on using CLA results for assessment to the Higher Learning Commission’s Annual Meeting in April of 2007 and published a paper on the same topic in *Peer Review*.

• The Teagle-supported Diversity Project at University of Southern California led to six defended dissertations, six empirical studies, and one book proposal.

• A collaborative effort between Seattle University and Gonzaga University that focused on student writing led to a book chapter in an edited collection and contributed to principal investigator John Bean’s second edition of *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (Jossey-Bass, 2011).

**From Research to Practice**

While we may recognize research as significant or groundbreaking, there is often that unspoken question of “so what?” Many Teagle researchers have answered that question by generating knowledge that can be broadly applied across multiple campuses.

• A CIC/CLA Consortium reported that colleges found including the CLA in a first-year orientation program and/or a senior capstone course was the most effective way to administer the test.

• A study from Bates College on who students seek out for advice found that, at all schools involved, the top advice-givers were pre-major advisors, parents and family members, and friends. Knowing who students go to for guidance can help institutions appropriately publicize information and services.

• During a Collaborative Assessment for Liberal Learning project, Grinnell College developed a writing portfolio component to their curriculum. By having students keep a four year portfolio, faculty can amass qualitative evidence about the extent to which they are effectively teaching students to write. This type of project can also support faculty discussions about the teaching of writing.

• Discussion points from a workshop with Kalamazoo College, Colorado College, and Earlham College included the idea that frequent and judicious use of focus groups, particularly student-led focus groups, can help generate a common narrative about an institution and a shared resolve to move that narrative in a direction that improves student learning outcomes.

• Faculty surveyed by the Five Colleges of Ohio believed that teaching practices most likely to stimulate creative thinking include active learning techniques that facilitate student engagement with course material, connecting material inside the classroom with the ‘real world’ outside the classroom, and engaging students in interdisciplinary work.

• Fairfield University, Georgetown University, and Fordham University developed specific ways to measure institutional change related to curriculum-based learning and community-based learning.
In an effort to revise its core curriculum, Seattle University found ways to integrate outcomes-based education and assessment into the core revision, primarily by shifting from a discipline-based curriculum to an assessable outcomes-based curriculum.

A University of Southern California study of international students’ experiences in diversity classes found that, due to limited interaction with American diversity prior to entering the U.S., international students did not always understand why diversity classes were required or what content they would cover. Researchers urged institutions to develop a system to help international students choose diversity courses that suit their needs and interests.

**Faculty Development**

Faculty play a key role in and can be greatly influenced by assessment, and also can greatly influence the culture of assessment on campus. Many Teagle projects have focused on faculty-driven assessment efforts that aim to educate faculty and cultivate a better understanding of how assessment can lead to a better classroom experience for instructors.

- A Council for Aid to Education (CAE) project found that using the Collegiate Learning Assessment combined with institutional data created a way for faculty to discuss how to improve teaching and learning and compare results by student demographics such as gender, race, socioeconomic status, and transfer status to better understand the needs of specific populations.
- A MALLA study of student and alumni civic engagement found that students may benefit from perceiving an institutional commitment to civic values, and faculty role modeling may be particularly important.
- As a result of skills developed while working on Teagle collaborative projects, all four members of Wofford’s core Teagle team have been promoted in rank or otherwise recognized.
- Research on student engagement with diversity at Ursinus, Washington & Jefferson, Goucher, Washington, and McDaniel Colleges led to exploration of how to better train faculty on how to engage in difficult conversations about diversity.
- A USC project called *Assessing the Impact of Diversity Courses on Student-faculty Interactions, Critical Thinking and Social Engagement* found that student-faculty interactions had a significant impact on students’ understanding of diversity. Researchers suggested that faculty should consider developing opportunities to interact with their students both inside and outside the classroom, and institutional policy-makers should consider adopting policies that support student-faculty interactions, like smaller classroom sizes and pedagogical training for faculty.
Assessment – Faculty Engagement

Assessment plays an important role in the higher education landscape today. As calls for accountability rise, liberal arts institutions must find effective ways to measure the learning and development of their students. Faculty engagement is key to creating a culture of assessment that values the input of both students and staff. Several Teagle grantees worked to create assessment-friendly environments and educate faculty on the key role they play in assessment.

- After working with several institutions to study the value added to a liberal arts education from participation in activities like study abroad and peer tutoring, faculty from Juniata College designed three research projects related to peer learning.
- When Agnes Scott College asked for volunteers to read and evaluate First Year Seminar papers, 35 faculty members from 18 different disciplines participated. In addition to representing progress toward the goal of including more members of the faculty from a wider range of disciplines, this level of participation reinforces the idea that the campus community understands the need to examine student learning and is willing to engage in meaningful discussion regarding assessment.
- A collaboration between Beloit, Monmouth and Ripon Colleges focused on faculty-directed assessment of learning in the major as opposed to general education outcomes. This approach resulted in 40% to 60% of faculty members on each campus being involved in at least one assessment workshop or practice.
- Belmont University and Wagner College worked together on a project about assessing the relationship between liberal learning and experiential education. Thirty-six faculty members incorporated revised global assessments from the program’s first year and developed assessments that link particular teaching practices to specific liberal learning outcomes in their experiential learning courses.
- A 2007 CLA in the Classroom project provided faculty with guidelines for administering and scoring the CLA as well as guidelines for analyzing the results in ways that illuminate why students performed the way they did, how to think about the CLA in light of other student assignments, and how to lead a discussion about learning these kinds of skills.

Assessment – Evaluation

There exist many tools to assess student learning, although not all may be applicable to all institutions. As part of larger projects, several grantees viewed assessment tools through different lenses to determine how these tools may best be used. By evaluating current assessment instruments, these grantees and all those impacted by their research can determine how to effectively measure student learning on their campuses.

- Four liberal arts institutions – Carleton College, St. Olaf College, Malecaster College, and Grinnell College - came together to create Collaborative Assessment for Liberal Learning
CALL, which developed a method of assessing assessment instruments and compared both widely-used assessment tools and new assessment tools developed by CALL institutions—a total of 13 tools were evaluated, including widely used instruments like the CLA and NSSE along with newer instruments.

- Austin College, Furman University, Juniata College, and Washington & Lee University studied in detail a number of established assessment instruments, including the CLA, NSSE, CAAP, CCAI, and the Alumni Survey and Senior Survey developed by HEDS.
- A project to assess student learning in community-based learning programs from Rhodes College, Niagara University and Franklin and Marshall College found that existing assessment instruments do not take into account the input and feedback from the community partners, who often work closely with faculty and administrators in creating and administering these programs and courses.

**Assessment – New Tools**

The development of new assessment tools has been a result of many Teagle grants. Considering both institution-specific needs and universal liberal education concepts, these collaborations broke away from ‘one-size-fits-all’ tools and created new and innovative methods of assessment.

- Associated Colleges of the South, Associated Colleges of the Midwest, and the Great Lakes Colleges Association partnered with the goal of improving assessment methods for study abroad programs. Recognizing that study abroad assessment had previously focused largely on student satisfaction rather than learning outcomes or program designs, the consortia worked to create measurement instruments that measured student learning based on identified liberal arts goals.
- Washington & Lee University developed a self-report survey to measure seven subscales specific to their mission: temperance, justice, honor, wisdom, courage, humanity, and civility. The ultimate goal is that the survey will be given to a class upon entering Washington & Lee and then again four years later, assessing the change in students’ ethical attitudes over the course of their college career.
- In an effort to evaluate programs of intense student-faculty interaction, a collaboration between Moravian College, Drew University, Muhlenberg College, Roanoke College, and Susquehanna University developed a set of definitions and rubrics for intentional learning outcome goals.
- A partnership between five colleges in Ohio led to the development of a rubric to measure 14 distinctive elements of critical and creative thinking.
- As part of a broader effort to assess the relationship between liberal learning and experiential education, Belmont University and Wagner College created a rubric to measure critical thinking and student engagement in an experiential learning classroom.
- Jesuit Universities Humanitarian Action Network (JUHAN), consisting of Fairfield University, Georgetown University, and Fordham University, developed assessment
tools that measure learning outcomes consisting of both cognitive and affective objectives.

- After finding that available assessment instruments do not effectively evaluate community-based learning programs, Rhodes College, Niagara University, and Franklin and Marshall College created a community-based learning scorecard which allows students, instructors, and community members to evaluate community-based learning courses and programs.
- The biology, philosophy, and music departments at Gonzaga University all used Teagle resources and ideas to create department-specific assessment tools that allow them to measure areas unique to their curriculum.

**Liberal Education and Assessment**

A central goal in the Teagle Foundation’s work over the last several years has been to strengthen liberal education (with a focus on arts & science disciplines), and one way the Foundation has done this is by encouraging institutions to begin efforts at improvement with a systematic assessment of student learning, so that they know where changes are needed and where they are not. The following findings are particularly relevant to this theme of liberal education and assessment.

- A project on liberal education and study abroad coordinated by ACM, ACS, and GLCA involved – as one component – analyzing the mission statements of all 42 participating schools. Participants found that this analysis defined liberal education as “the transformation of the individual.”
- Collaborative Assessment for Liberal Learning (CALL), a collaboration between St. Olaf College, Malecaster College, Grinnell College, and Carleton College, sought to “sustain and strengthen liberal arts education on our respective campuses by working together to review, generate, and use meaningful information about student learning.” CALL found that, although fostered differently on each campus, learning outcomes like effective writing, critical thinking, quantitative reasoning and global education are benchmarks of liberal education.
- Results of a survey given to Furman University seniors in 2006 and 2007 showed significant differences between students who participated in undergraduate research and those who did not in self-reported outcome variables including: problem-solving, quantitative skills, scientific thinking, satisfaction with their undergraduate education, satisfaction with faculty relationships, and the perceived value of engaged learning.
- The Five Colleges of Ohio consortium found that students who showed the most improvement in creative and critical thinking skills were in interdisciplinary classes.
- A study of community-based learning from Haverford College, Bryn Mawr College, and Swarthmore College aimed to build a community of educators committed to community-based learning programs and educate them about assessing and improving programs to enhance student learning.
• Hendrix College, Birmingham Southern College, Millsaps College, and Southwestern University worked together to study and define engaged learning. An assessment project was developed to measure how students make connections between disciplines; between themselves and others; between local and global perspectives; between theory and practice; between the past, present, and future; and between reason and imagination.

• Academic disciplines influence perceptions of diversity, according to a report from Ursinus College, Washington & Jefferson College, Goucher College, Washington College, and McDaniel College. Students in the sciences and business were found to place less value on the importance of diversity and its significance to their education than their counterparts in the social sciences and humanities.

• A University of Southern California project on diversity courses found that these classes, especially when relevant to contemporary and local communities, appeared to be the best complement to service-learning experiences.

Student Learning

Student learning is the central focus of virtually all Teagle-supported projects. With a growing demand for a college-educated workforce, the importance of research in student learning is clear. As Teagle president Richard Morrill said in the 2011 Annual Report, “The stakes have never been higher for success in student learning.”

• Assessment of writing and critical thinking skills conducted by MALLA found that writing scores and critical thinking scores were positively correlated, demonstrating that good writing and good thinking are related. Average scores varied by major, but students of English and foreign languages had the highest scores, and business and education students had the lowest.

• A consortium involving Bates College, Bowdoin College, Colby College, Middlebury College, Smith College, Trinity College, and Wellesley College, along with the New England Association of Schools and Colleges, sought to identify key factors in student learning and better understand the ways in which students learn by investigating their decisions about course choices and choice of major.

• Austin College, Furman University, Juniata College, and Washington & Lee University found that serving as a peer tutor led to a greater ability to communicate ideas, and being tutored by a peer led to less anxiety and better test-taking and study skills. The same research project showed that studying with peers had a positive correlation with improvement in the coherence of a student’s concept map (a way of measuring how information is organized in long-term memory).

• Faculty surveyed by researchers from Reed College, Lewis & Clark College, and Whitman College stated that ability and intellectual brilliance were not the most important peer characteristics for student learning in core courses. Enthusiasm for the subject matter, general intellectual curiosity, respect for the opinion of other students, willingness to
speak in class, openness to new ideas and approaches, and a cooperative rather than competitive attitude were all cited as having more effects on the classroom experience.

- A project at Seattle University on assessing student writing culminated with a workshop focusing on strategies for teaching undergraduates the skill of reading their discipline’s peer-reviewed primary literature and producing an integrated literature review that either revealed a gap in knowledge or synthesized the current state of knowledge on a given problem.
- A Teagle-sponsored Writing in the Majors program at Gonzaga University has helped departments develop vertically sequenced scaffolding assignments that teach disciplinary genre conventions while accelerating students’ growth from novice to expert insiders.
- After completing cross-sectional CLA tests in fall 2007 and spring 2008, Stockton College, Monmouth University, and Bloomfield College began to develop a method of analysis which combines the data from CLA and NSSE in systematic ways to improve the practice of teaching and its impact on students’ learning in the liberal arts and sciences.

Global Knowledge

A study-away experience can be transformative for a college student, but very little formal assessment has been done to measure exactly how transformative. Teagle-funded research in this area has measured the benefits of international education both for American students studying elsewhere and international students coming to the United States.

- A research project about liberal education and study abroad from Associated Colleges of the South (ACS), Associated Colleges of the Midwest (ACM), and Great Lakes College Association (GLCA) aimed to investigate the goals of liberal education and how they contribute to the study abroad experience. The experiential components of study abroad were found to have great potential for developing important components of knowledge, sense of self, and commitment to action.
- As part of a larger study of the value added to a liberal arts education from participation in various activities, Austin College, Furman University, Juniata College, and Washington & Lee University found gains in emotional resilience, flexibility, openness, and perceptual acuity in those who studied abroad.
- A report from the University of Southern California discussed the impact of diversity courses, and asked specifically whether diversity courses facilitate international students’ understanding of diversity and their engagement with diverse peers. Research showed that international students benefited greatly from taking diversity courses, which helped them expand their concepts of what diversity means in the United States.
Diversity

Diversity in the Classroom

Diverse classroom environments can contribute to student learning in many ways. Several Teagle-supported projects have worked to measure the value added to a student’s education from discussions of diversity and diversity-related issues in the classroom.

- Up to ½ of students who participated in a Bates College/New England Consortium of Assessment and Student Learning1/New England Association of Schools and Colleges said diversity had no effect on their academic experience. However, most students said diversity had a positive impact on their residential or social experience. By understanding how students view the role of diversity in their collegiate experience, professors can find ways to engage students around issues of diversity in the classroom.

- A majority of students polled as part of a study by The Five Colleges of Ohio stated that diversity in the classroom promoted both critical and creative thinking.

- A project entitled ‘Think. Feel. Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach’ from Ursinus College, Washington & Jefferson College, Goucher College, Washington College, and McDaniel College found that students reported their most positive experiences with diversity in the classroom were in small classes that emphasized respectful discussion and an engaged yet objective faculty member. These courses did not necessarily focus on diversity issues, but the form of the course and not its content seemed to have more influence on whether students felt it was a space in which diversity issues could be discussed.

- A study of students’ perceptions of diversity courses at the University of Southern California found that students felt there was relevance to the institution having a diversity course requirement, and their experiences in diversity courses changed their perception of diversity and diverse interactions.

- A project examining the relationship between students’ precollege experiences and their experiences in diversity courses at the University of Southern California found that business majors were more likely to report positive changes in their beliefs and attitudes toward diversity, while no groups reported negative changes in their attitudes toward students of other racial and ethnic backgrounds.

Diversity outside the classroom

Recognizing that a true liberal education takes place both within and outside of the classroom, some researchers have focused on the issues of diversity across campus.

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1 NECASL members include: Bates College, Bowdoin College, Colby College, Middlebury College, Smith College, Trinity College, and Wellesley College
• A MALLA study of student and alumni civic engagement found that non-Caucasian ethnicity and having a religious preference were associated with higher positive civic engagement outcomes.

• A collaborative project involving Goucher College, McDaniel College, and Washington College sought to develop an assessment plan that would evaluate the value-added effects of diversity initiatives on their campuses, including how diversity efforts produce cognitive, perceptual, and behavioral change in students.

• The project ‘Think. Feel. Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach’ found that a student’s identity had a significant influence on his or her perception of diversity issues on campus. For example, privileged students thought that everyone on campus had equal opportunity, while students from lower socioeconomic statuses saw clearly the barriers to success.

Leadership Development

Leadership Development for Students

A speech written for John F. Kennedy once said, “Leadership and learning are indispensible to each other,” and that concept is as true today as it was in 1963. Several grantees used Teagle funds to study how students develop leadership skills within the context of liberal education. By knowing how students develop these invaluable skills, institutions of higher education can continue to provide unique and essential opportunities to prepare students for meaningful employment and engagement with the world around them.

• A working group involving Austin College, Furman University, Juniata College and Washington & Lee University found that student involvement in leadership activities like peer tutoring and undergraduate research led to improvement on questionnaire scales related to wisdom, justice and honor – with the greatest gains shown among female students.

• A University of Southern California project on relational leadership demonstrated that, in the classroom, challenges or slight discomfort with the course content as well as encouraging interaction with faculty and teaching assistants had a positive impact on students’ conceptualization of relational leadership.

Leadership Development for Faculty and Administrators

Strong leadership from faculty and administrators can be a key factor in whether or not assessment practices flourish. While engaged in assessment research, grantees often find ways that faculty and administrators can contribute to a strong culture of evidence across campus.
• The Southern Education Foundation hosted a Governance and Institutional Effectiveness seminar for HBCU presidents and trustees. National experts and practitioners were brought in to discuss issues such as academic program innovations, new course delivery models, the role of presidents and trustees in quality assurance, and evolving expectations of accrediting bodies.

• A project at Hampshire College on engaging faculty in value-added assessment identified effective leadership practices for developing support for assessment, including providing resources to assessment leaders and publicly articulating support for assessment and campus assessment leaders.

• Over the term of a Teagle grant for an assessment project, Wofford College created new positions in both institutional research and program assessment.
Appendix A

* = Report available at www.teagle.org

Value-Added Assessment Consortia

Association American of Colleges and Universities

“Engaging Faculty with the Quality of Student Achievement” *
Proposal submitted September 2004
Final Report submitted August 2007

Association of American Colleges and Universities

“Planning for the Engaged Departments Institute”
Proposal submitted October 2006
Final Report submitted October 2008

Associated Colleges of the South/Associated Colleges of the Midwest/Great Lakes Colleges Association

“Liberal Education and Study Abroad”
Proposal submitted September 2005
Final Report Submitted January 2008

Appalachian College Association

“Using Outcomes Assessment to Guide Re-Structuring General Education Programs”
Proposal submitted September 2004
Final Report submitted October 2006

Appalachian College Association

“Focusing on Math and Quantitative Literacy at ACA Colleges”
Proposal submitted January 2007
Final Report submitted June 2011
Council for Aid to Education/Council of Independent Colleges

Collegiate Learning Assessment Study
Proposal submitted Autumn 2004
Final Report submitted February 2008

Council for Aid to Education

“CLA in the Classroom”
Proposal submitted June 2007
Final Report submitted September 2008

Council of Independent Colleges

“Using CLA to Measure Value Added at Liberal Arts College” *
Proposal submitted August 2004
Final Report submitted January 2008

Great Lakes Colleges Association/Associated Colleges of the Midwest/Center of Inquiry in the Liberal Arts at Wabash College

“Liberal Education and Study Abroad: Assessing Learning Outcomes to Improve Program Quality” *
Proposal submitted February 2004
Final Report submitted March 2012

Southern Education Foundation

“Accreditation, Quality Enhancement Plans and Documentation of Student Learning Outcomes”
Proposal submitted January 1009
Interim Report submitted March 2011
Value-Added Assessment Round One

Midwest Alliance for Learning in the Liberal Arts (MALLA): Alma College/Augustana College/Gustavus Adolphus/Illinois Wesleyan University/Luther College/Wittenberg University

“Engagement through Value-Added Assessment”
Proposal submitted March 2005
Final Report submitted October 2009

New England Consortium on Assessment and Student Learning (NECASL): Bates College/Bowdoin College/Colby College/Smith College/Trinity College

New England Association of Schools and Colleges (NEASC)

“Assessment of Educational Practices and Student Learning in Select Liberal Arts Colleges”
Proposal submitted March 2005
Final Report submitted August 2009

The Collaborative Assessment for Liberal Learning (CALL): Carleton College/Grinnell College/Malecaster College/St. Olaf College

“A Collaborative Effort in Value-Added Assessment of Student Learning”
Proposal submitted March 2005
Final Report submitted January 2010

Beloit College/Knox College/Lake Forest College/Monmouth College/Ripon College

“Continuous Improvement in Liberal Education: Faculty Adding Value Through Course-Based Assessment”
Proposal submitted March 2005
Final Report submitted July 2006

Drew University/Lafayette College/Moravian College/Muhlenberg College/Roanoke College/Susquehanna University

“Exploring Programs of Intense Student-Faculty Interaction through Value-Added Assessment”
Proposal submitted March 2005
Final Report submitted July 2006

Agnes Scott College/University of North Carolina – Asheville/Converse College/Wofford College

“Revealing the Value Added of Liberal Arts: Assessing the Institutional Culture of Creativity and Collaboration and its Impact on Learning Outcomes”

Proposal submitted March 2005
Final Report submitted August 2006

The Five Colleges of Ohio: College of Wooster/Denison University/Kenyon College/Oberlin College/Ohio Wesleyan

“Creative and Critical Thinking: Assessing the Foundations of a Liberal Arts Education”

Proposal submitted March 2005
Final Report submitted August 2006

Austin College/Furman University/Juniata College/Washington & Lee University

“Value-Added Assessment of Student Learning in the Liberal Arts: Assessing the Impact of Engaged Learning”

Proposal submitted March 2005
Final Report submitted September 2008

Allegheny College/Bard College/Center of Inquiry in the Liberal Arts/Hamilton College/Hampshire College/Hobart & William Smith Colleges/Hope College/Vasser College

“Improving Teaching and Learning in the Liberal Arts”

Proposal submitted March 2005
Final Report submitted December 2010

Colorado College/Earlham College/Kalamazoo College

“A Value-Added Assessment Collaborative: Catalyst for Cognizance and Change”

Proposal submitted March 2005
Final Report submitted February 2011

Wellesley College/NECASL/NEASC

“Student Learning and Academic Decision Making at Selective Liberal Arts Colleges”
Proposal submitted April 2008
Final Report submitted August 2011

Value-Added Assessment Round Two

Agnes Scott College/Converse College/University of North Carolina-Asheville/Wofford College

“Improving and Assessing Integrative Learning Experiences”
Proposal submitted Spring 2006
Final Report submitted August 2009

Beloit College/Knox College/Monmouth College/Ripon College

“Assessing the Value Added to Liberal Education by Academic Majors”
Proposal submitted March 2006
Final Report submitted October 2010

Moravian College/Drew University/Muhlenberg College/Roanoke College/Susquehanna University

“Value Added Assessment of Programs of Intense Student Faculty Interaction”
Proposal submitted March 2006
Final Report submitted June 2011

Reed College/Lewis & Clark College/Whitman College

“Assessing Classmate Peer Effects on Student Learning: Statistical and Qualitative Evidence for Gateway Courses at Three Liberal Arts Colleges”
Proposal submitted Spring 2006
Final Report submitted January 2011
The Five Colleges of Ohio: College of Wooster/Denison University/Kenyon College/Oberlin College/Ohio Wesleyan

“Creativity and Critical Thinking: Assessing the Foundations of a Liberal Arts Education”
Proposal submitted March 2006
Final Report submitted Spring 2011

Value-Added Assessment Round Three
Belmont University/Wagner College

“Learning by Doing: Assessing the Relationship Between Liberal Learning and Experiential Education at Two Liberal Arts Comprehensive Institutions”
Proposal submitted March 2007
Interim Report submitted December 2010

Case Western Reserve University/John Carroll University

“Effective Approaches to Refining Skills in Oral Communication”
Proposal submitted Spring 2007
Final Report submitted September 2009

College of the Holy Cross/Assumption College/St. Anselm College

“Assessing Students’ Moral and Spiritual Growth in Liberal Arts Colleges”
Proposal submitted March 2007
Final Report submitted September 2006

Jesuit Universities Humanitarian Action Network (JUHAN): Fairfield University/Fordham University/Georgetown University

“Assessment of the JUHAN Project”
Proposal submitted March 2007
Progress Report submitted December 2010
Goucher College/McDaniel College/Washington College

“Assessing the Benefits of Multicultural Efforts”
Proposal submitted March 2007
Final Report submitted Autumn 2008

Haverford College/Bryn Mawr College/Swarthmore College

“Develop Collaborations to Assess and Improve Community-Based Learning within the Tri-College Consortium”
Proposal submitted March 2007
Final Report submitted Autumn 2008

Hendrix College/Southwestern University/Millsaps College/Birmingham-Southern College

“From the Ancillary to the Embedded: Assessing Student Engaged Learning and Curricular Centrality”
Proposal submitted March 2007
Final Report submitted August 2008

Rhodes College/Niagara University/Franklin & Marshall College

“Assessing Community-Based Learning in Liberal Arts Colleges”
Proposal submitted Autumn 2008
Final Report submitted February 2011

Gonzaga University/Seattle University

“Using Embedded Assignments to Create Cultures of Assessment in the Majors and the Core of Gonzaga University and Seattle University”
Proposal submitted March 2007
Final Report submitted February 2012
Richard Stockton College of New Jersey/Monmouth College/Bloomfield College
“Connecting Assessment Data to Institutional Change”
Proposal submitted March 2007
Final Report submitted September 2008

Goucher College/McDaniel College/Ursinus College/Washington College/Washington & Jefferson College
“Think. Feel. Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach”
Proposal submitted April 2007
Final Report submitted March 2010

University of Southern California
“Assessing the Impact of Diversity Courses”
Proposal submitted April 2008
Final Report submitted December 2011