

AGB Survey on Assessment of Student Learning

The Association of Governing Boards of Universities and Colleges (AGB) invites you to participate in a short survey on the information governing boards receive on assessment of undergraduate student learning and academic quality and how boards use this information in fulfilling their fiduciary responsibilities. This study is part of a project funded by Lumina Foundation for Education.

The survey will require about fifteen minutes to complete and your responses will be kept confidential. Please reply by October 30, 2009. Be sure to click the "Done" button when you finish to submit your responses. A summary of the survey results will be published by AGB in 2010, made available on our website, and will be presented at AGB's National Conference on Trusteeship in Orlando in March 2010.

For further information please contact Philip Bakerman, Research Assistant, at 202.776.0853, or philipb@agb.org.

Thank you for your assistance,

Ellen Chaffee
Project Director and AGB Senior Fellow

1. What is your current position?

Board Chair

President

Chair of
Academic Affairs or
similar Committee

Chief Academic
Officer

Other

2. What is your institution type?

Public

Private

Information on Assessment of Undergraduate Student Learning

3. Does the board or any of its committees receive information on results of standardized tests or certification exams (such as Collegiate Learning Assessment, National Survey of Student Engagement, graduate school entrance exams, etc.) to monitor undergraduate student learning outcomes?

Yes

No

Our institution does not enroll undergraduate students. (If you choose this answer, please skip to the end of the survey and click "done.")

Don't know

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4. Does the board or any of its committees receive the results of any of the following institutional measures to monitor student learning outcomes?

Alumni surveys	<input type="checkbox"/>
Capstone courses	<input type="checkbox"/>
Employer satisfaction surveys	<input type="checkbox"/>
Institutionally-developed tests of knowledge, skills, or abilities	<input type="checkbox"/>
Discipline-based assessments (i.e. by major or department)	<input type="checkbox"/>
Student portfolios	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

5. Does the board or any of its committees receive any of the following student attainment and accountability measures?

Average GPA	<input type="checkbox"/>
Employment or earnings data for graduates	<input type="checkbox"/>
Graduation rates	<input type="checkbox"/>
Number of degrees awarded	<input type="checkbox"/>
Time to degree	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

If yes to any of the above, are trend data for your institution or comparative data from other institutions also provided to the board for some or all of these measures?

- Trend data
- Comparative data
- Both
- Neither
- Don't know

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6. Does the institution provide the board or any of its committees with rankings data (such as those from U.S. News and World Report, Peterson's or Princeton Review) to monitor student learning outcomes?

Yes

No

Don't know

If yes, how important are rankings data to the board in monitoring educational quality?

Not important

Somewhat important

Very important

7. Not including rankings (such as USNWR), are any standardized test results or institutional measures cited above reported to the public?

Yes, some are

Yes, all are

No

Don't know

If yes, where? (check all that apply)

Institution Web site

U-CAN (www.ucan-network.org)

Voluntary System of Accountability (www.voluntarysystem.org)

Media (newspapers, etc.)

Admissions materials (e.g. viewbooks, admission guides, catalog)

Other college or university publications

Other (please specify)

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8. How satisfactory is the information the board receives in meeting its needs to monitor student learning outcomes?

Very unsatisfactory

Unsatisfactory

Neutral

Satisfactory

Very satisfactory

Our institution does not currently provide the governing board with this information

9. What additional information might the board find valuable to monitor student learning outcomes?

Many colleges and universities have a set of common learning objectives for undergraduates. AGB is interested in the board's role regarding a statement of expectations for common learning objectives.

10. Does your institution have a statement of expectations for what undergraduate students should learn?

Yes

No

Don't know

If yes, has the board (or board committee) received or approved the statement?

Yes

No

Don't know

Board Use of Data

AGB is interested in examples and best practices that illustrate how information can be used effectively by the board to fulfill its fiduciary responsibilities for monitoring student learning outcomes, increasing student success, and ensuring the quality of their institution's educational programs.

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11. How often does the full board receive information about student learning outcomes?

- Never
- Less than once a year
- Annually
- More than once a year

12. Please tell us about an occasion during the past few years when the board or a board committee discussed data on student learning outcomes. What was the conversation about and did it result in any decisions or actions?

13. Does the board use data on student learning outcomes to inform budget decisions?

- Yes
- No

If yes, please explain how data are used with a brief example:

Knowledge of Student Learning

14. How well does the board understand the processes used to assess student learning at your institution?

- Too early in implementing the process to evaluate
- Not well
- Well
- Very well
- This is not discussed with the board

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15. How well does the board understand the significance of the level at which students perform on measures used to assess student learning?

- Too early in implementing the process to evaluate
- Not well
- Well
- Very well
- This is not discussed with the board

16. How do board members learn about their fiduciary responsibilities for monitoring student learning outcomes? Check all that apply.

- Monitoring student learning outcomes is not a board responsibility
- Board retreat
- Committee work
- Continuing education of board
- Faculty presentations to the board
- Higher education conferences
- In preparation for (re)accreditation
- Orientation of new board members
- None of the above

Other (please specify)

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17. Has board engagement in monitoring student learning contributed to improvements, if any, in student learning outcomes?

- Yes
- No
- Maybe
- Don't know
- Too early in the implementing process to evaluate

Comments about your response

18. What are the impediments, if any, to your board's understanding of student learning outcomes at your institution? Check all that apply.

- Inadequate measures of student learning outcomes
- Inadequate board leadership
- Inadequate presidential leadership
- Inadequate chief academic officer leadership
- Not enough time at board meetings
- Other priorities/crises preempt board attention
- Lack of interest among board members
- Non-supportive institutional culture
- Perception that this information is not appropriate for board's role
- None

Other (please specify)

Board Meetings

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19. Compared to five years ago, how has the board's attention to student learning outcomes changed?

More attention now

Less attention now

About the same

Don't know

If applicable, please comment about ways it has changed:

20. Over the course of a typical year, what is the relative balance in terms of time spent during board meetings on academic issues and finance issues, including budget?

Much more on finance and budget

Slightly more on finance and budget

About even

Slightly more on academic issues

Much more on academic issues

21. During board meetings is sufficient time spent on student learning outcomes?

Yes, sufficient

Too much

No, not enough

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22. What is your level of agreement with this statement: It is important for a board's academic affairs committee to have one or more voting members who have academic backgrounds (such as presidents, deans, or faculty from other institutions)?

Strongly agree

Agree

No opinion, not applicable

Disagree

Strongly disagree

We welcome any other comments you may have about this survey, on governing board accountability or student learning outcomes:

Please provide the following information in case we have a question about your survey responses (all information will be kept confidential):

Name

E-mail

Institution

Thank you for participating in this AGB survey.