

INCREASING ACCOUNTABILITY IN AMERICAN HIGHER EDUCATION

American Enterprise Institute

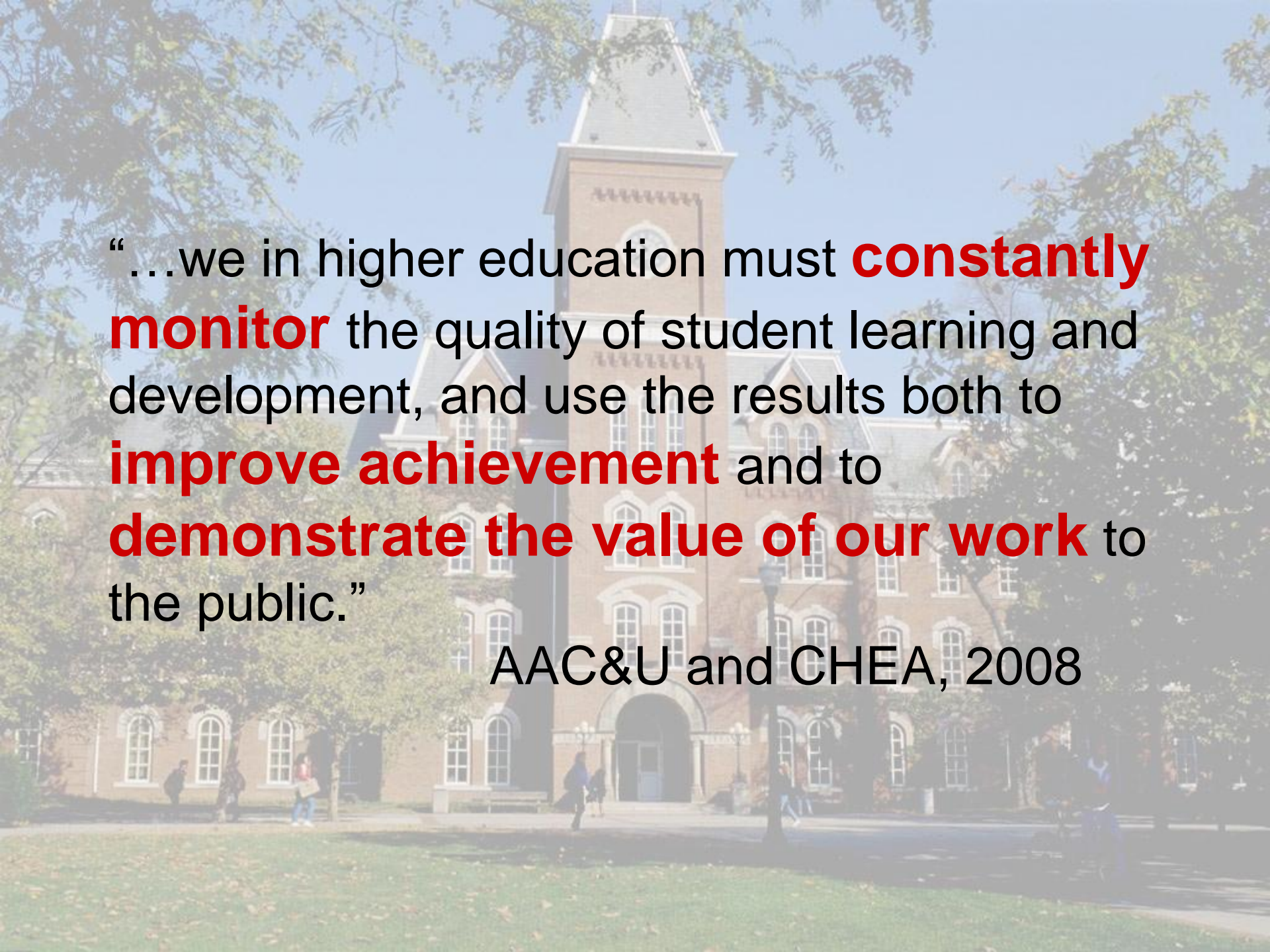
November 17, 2009

The collected papers from this conference are
available online at www.aei.org/event/100134.



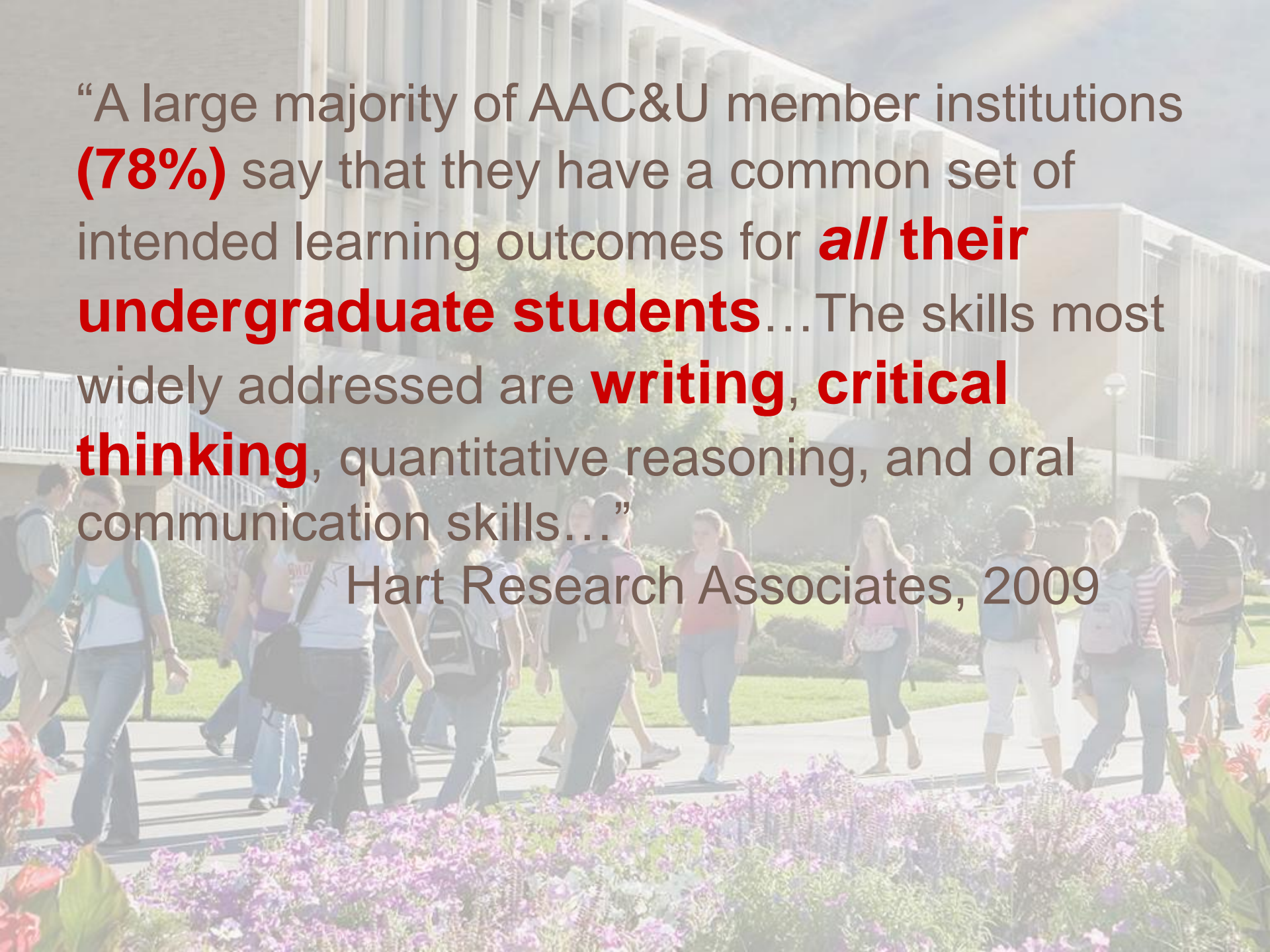
ON THE FOUNDATIONS OF
STANDARDIZED ASSESSMENT
OF **COLLEGE OUTCOMES** AND
ESTIMATING **VALUE ADDED**

Jeffrey Steedle
Council for Aid to Education



“...we in higher education must **constantly monitor** the quality of student learning and development, and use the results both to **improve achievement** and to **demonstrate the value of our work** to the public.”

AAC&U and CHEA, 2008



“A large majority of AAC&U member institutions **(78%)** say that they have a common set of intended learning outcomes for **all their undergraduate students**...The skills most widely addressed are **writing, critical thinking**, quantitative reasoning, and oral communication skills...”

Hart Research Associates, 2009



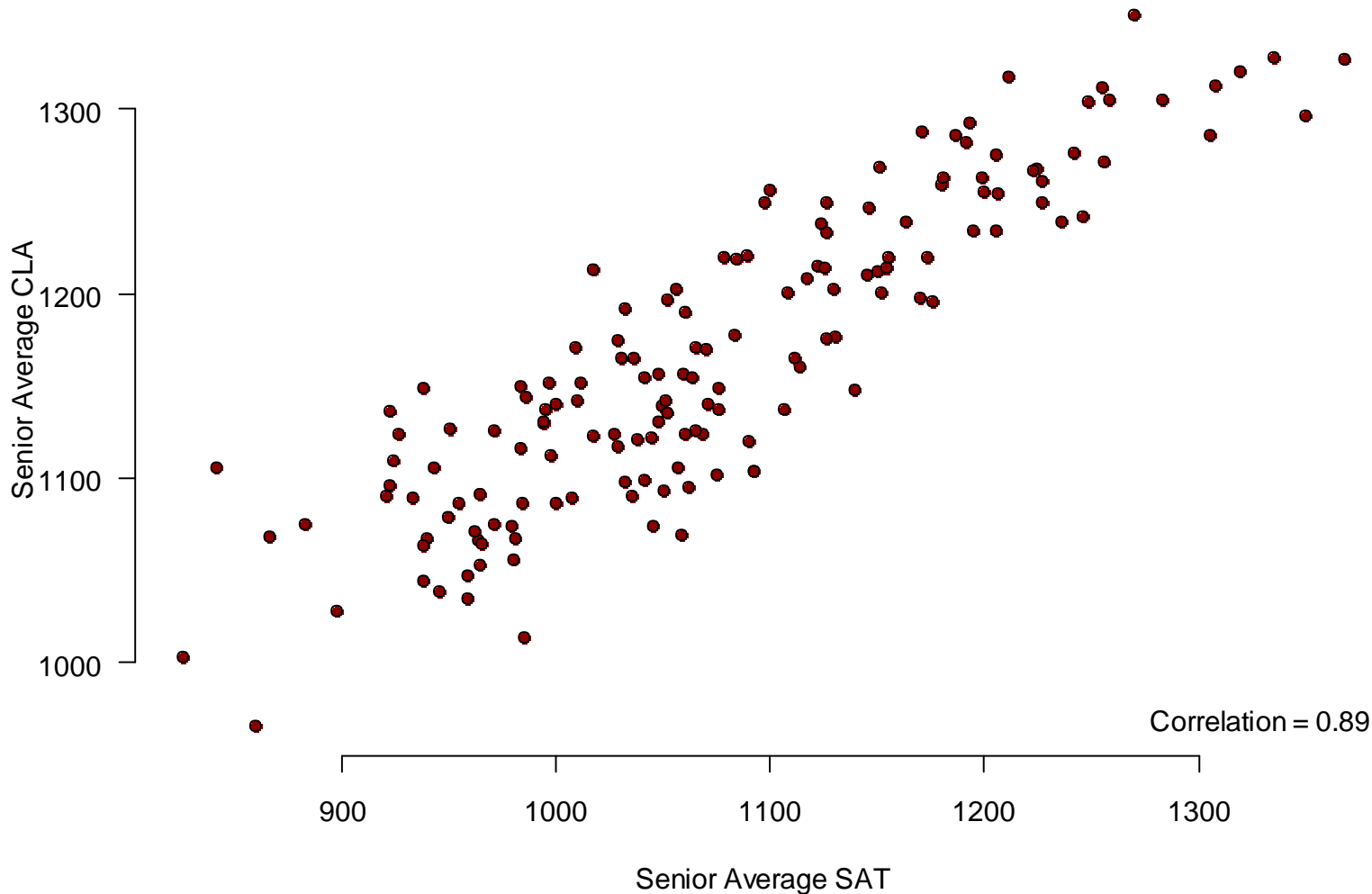
95% of employers

More than **90%**
of recent graduates

Strengths weaknesses

“...appropriate for giving individual students and faculty ideas about **strengths and weaknesses** and **areas of curriculum and instruction to improve.**”

Trudy Banta, 2008



Value added = learning gains relative to expected for a school admitting students of certain entering ability

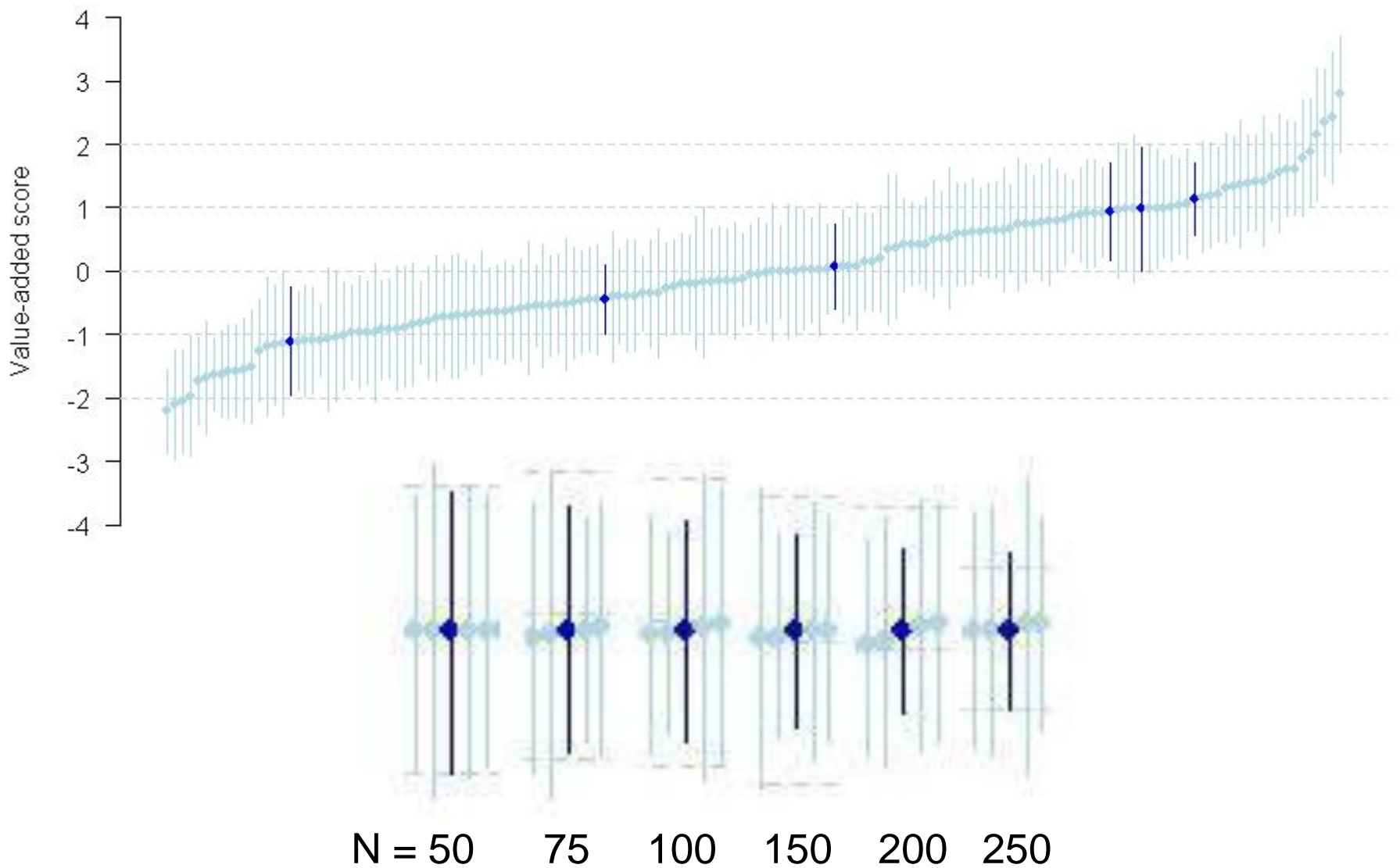


Reliability

Consistency in value-added scores across repeated testings with different samples of students

≈ 0.78

Value-Added Scores and 95% Confidence Intervals

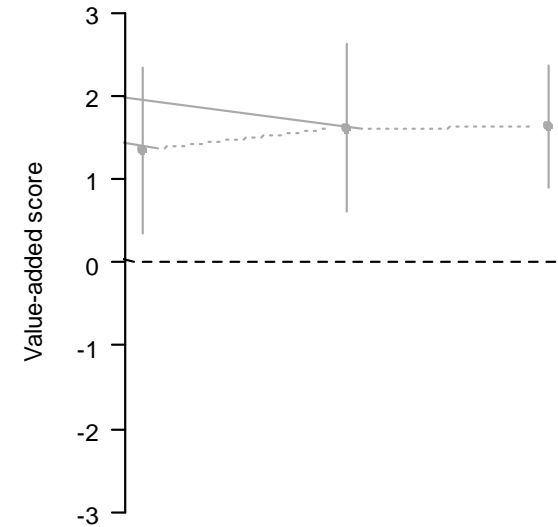
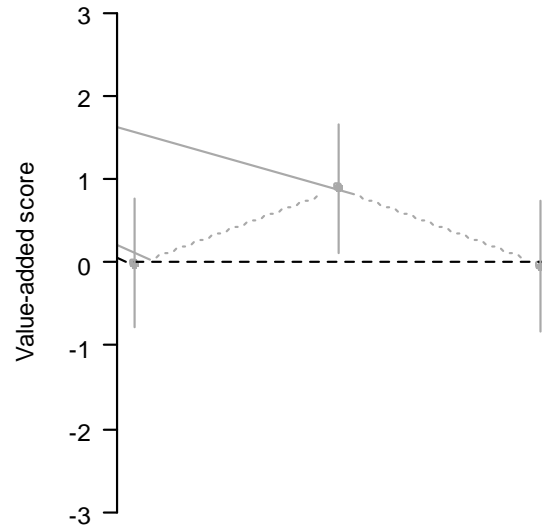
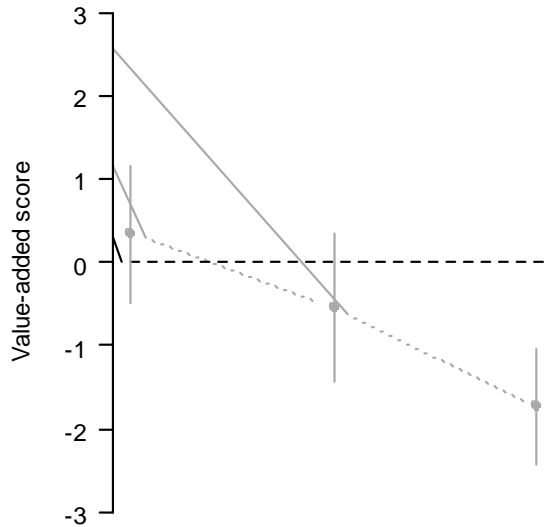


Year-to-Year Consistency

Low consistency

Moderate consistency

High consistency



Range > 1.5

Range between 0.75 and 1.5

Range < 0.75

Original

40%

38%

23%

New

25%

55%

20%



Advances in value added estimation provide

greater reliability

value-added score precision

improved consistency across years

Reliability limits the use of value-added scores to

roughly ordering school

indicating learning gains relative to

expected

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