



#Altraining

## STRENGTHENING YOUR INSTITUTIONAL VALUE PROPOSITION


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## LEARNING OUTCOME

### After participating...

...you will be able to collect internal outcomes data more effectively to strengthen your institution's value messaging.



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## AGENDA

- Value defined
- Data-gathering
- Applying value and data to message
- Value messages in action
- Answer your questions

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**VALUE DEFINED**

## HIGHER EDUCATION VALUE EQUATION




The diagram illustrates the Higher Education Value Equation as a sequence of five blue circles. The first three circles are labeled 'Prestige', 'Quality', and 'Net Price', each followed by a plus sign. The fourth circle is an equals sign, followed by the fifth circle labeled 'Value of a College Education'.

*Focus, The Lawlor Group - October, 2012*




ai ACADEMIC IMPRESSIONS 5

## KEY PERCEPTIONS OF VALUE



The three images are: 1. A photograph of a large, classical university building with a green roof and red columns. 2. A close-up of a hand using a blue pen to mark an 'X' on a checklist. 3. A glass jar filled with rolled-up US dollar bills.

<p><b>Prestige:</b> <i>The higher the brand recognition, the higher the willingness to pay</i></p>	<p><b>Quality:</b> <i>Modern facilities; engaged, accomplished faculty; evidence of successful outcomes</i></p>	<p><b>Net Price:</b> <i>As sticker price increases, net price becomes the starting point in gauging value</i></p>
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ai ACADEMIC IMPRESSIONS 6

## PUBLIC POLICY MAKERS



- Access
- Affordability
- Outcomes

## VALUE DURING AND AFTER: ARE YOU FOCUSED ON THESE?

### Student experience:

- Individualized integrated learning design
  - Knowledge gains
  - Skill and disposition development
  - Opportunities to Apply
  - Learning in Context
- Networking Connections

### Results after graduation:

- Immediate Success
  - Grad school acceptance
  - First job acquisition
    - Fit and Salary
- Lifelong Success
  - Long-term Return on Investment
  - Quality of public and private life

## SKILLS IN DEMAND BY EMPLOYERS

10 COMPONENTS OF VALUE

- Ability to work in teams
- An understanding of science and technology
- The ability to write and speak well
- The ability to think clearly about complex problems
- The ability to analyze a problem and develop a workable solution
- A global context
- Ability to be creative and innovate in solving problems
- Ability to apply knowledge and skills in a new setting
- Understanding of numbers and stats
- Ethics and integrity

Source: Hart, P (2007)

"How should colleges prepare students to succeed in today's global economy"

 **ACADEMIC**  
IMPRESSIONS 9

## ESSENTIAL LEARNING OUTCOMES FOR EMPLOYERS

- 95% say grads need skills that enable them to contribute to innovation in the workplace
- 93% say that a capacity to think critically, communicate clearly and solve complex problems is more important than an employee's college major

-Updated from 2013 AAC&U Survey

 **ACADEMIC**  
IMPRESSIONS 10

## ESSENTIAL LEARNING OUTCOMES FOR EMPLOYERS, CONT.

- 80% want employees to have a broad base of knowledge across multiple disciplines, though field-specific skills are also important
- Over 75% say teamwork, problem solving skills and applied knowledge in “real-world” settings are critical
- All expect employees to demonstrate a sense of personal and social responsibility, locally and globally

*-Updated from 2013 AAC&U Survey*



## AUDIENCE MATTERS

### INSIDE HIGHER ED SURVEY (BY GALLUP) SPRING '13

- List Price vs. Net Price message is not getting through: 2/3 of parents surveyed would restrict college choice based on list price.
- Needy families must be convinced of affordability
- Non-needy students/families must be convinced they are paying for substance, outcomes, and alumni networks that matter
- 41% of parents say the main purpose of college is to get a good job, yet 47% believe there are avenues to employment other than college
- All families need to better understand costs and how aid (including merit scholarships) works



## AUDIENCE UNDERSTOOD

### EACH AUDIENCE HAS DIFFERENT VALUES AND EXPECTATIONS.

- Understand values of each audience
- Ask and listen (research)
- Position the institution's value and worth
- Find the intersection of the audience's values with your value
- Let your storytelling be guided by the intersection of values and value



## CHAT

**What components of value might we be missing?**





## QUESTIONS

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Understand, gather, and promote information on value  
components at your institution

## DATA GATHERING



## UNDERSTANDING DATA POINTS

- To ensure the effectiveness of value messaging, we have to remember that conveying value occurs on two dimensions simultaneously
  - Prospective students/parents already believe they know what value looks like
  - Prospective employers/grad schools already believe they know what value looks like
- So we are positioned best when we have evidence to show that we are meeting both perceptions of value simultaneously



## UNDERSTANDING DATA POINTS



### *Remember our components of value?*

- Post-Graduate Success
  - Immediately after graduation
    - (first job, grad school, etc.)
  - Long after college
    - (long-term ROI, quality of public and private life)
- Student Experience
  - Individualized and integrated learning design
    - (knowledge, skills, dispositions, application, learning in context)
  - Networking Connections



## **GATHERING DATA POINTS**

### **AUGUSTANA'S SENIOR SURVEY**

3 questions to determine directly seniors' feelings about the value of the experience:

1. What is the likelihood of choosing to come to Augustana again? (fulfillment, loyalty)
2. How certain are you that your post-graduate plans are a good fit? (intrinsic satisfaction about choices)
3. Do you already have a full-time job or grad school offer? (assurance, security, outside confirmation)



## **UNDERSTANDING DATA POINTS**

What aspects of the student experience might affect the response to those questions?

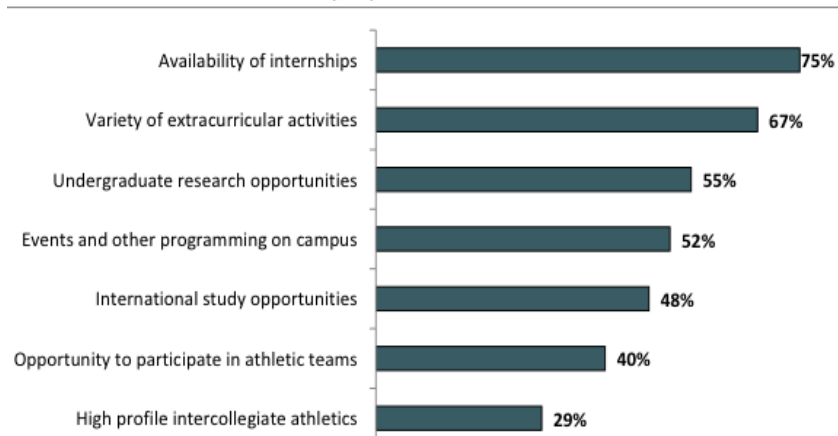
- Participation in what activities?
  - Curricular or co-curricular
- Encountering what experiences?
  - Formal or informal
- *Can we convey the reason why so many students respond positively to these statements?*
- *Can we provide data to our institutions that could help us actually get better at what we do?*



## **UNDERSTANDING DATA POINTS**

Survey of prospective students about their ideal college...

*% Very important + % Essential*



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## **GATHERING DATA POINTS**



### **AUGUSTANA'S SENIOR SURVEY**

What would the questions that capture these data points look like?

- They ask about participation in important educational activities
- They ask about frequency of experiences
- They ask about depth of experiences
- They ask about reaching important achievement markers

## SAMPLE QUESTIONS ABOUT DATA POINTS

### QUESTIONS IN AUGUSTANA'S SENIOR SURVEY ABOUT PARTICIPATION

- Part of graduation prep process
- Did you participate in:
  - an internship program?
  - an undergraduate research project?
  - a study abroad program?
  - a student club or organization (select all that apply)?
  - a community service or volunteer project?



## SAMPLE QUESTIONS ABOUT DATA POINTS

### QUESTIONS IN AUGUSTANA'S SENIOR SURVEY ABOUT FREQUENCY OF EXPERIENCES

- Part of graduation prep process
- How often did your major adviser ask you about your career goals and aspirations?
- How frequently did your faculty ask you to examine the strengths and weaknesses of your own views on a topic or issue?
- How often did you receive feedback on your in-class presentation style that helped you improve your oral communication skills?



## SAMPLE QUESTIONS ABOUT DATA POINTS

### QUESTIONS IN AUGUSTANA'S FRESHMAN SURVEY ABOUT DEPTH OF EXPERIENCES

- Part of advising / registration process
- My day-to-day experiences in my residence hall helped me feel like I fit in at Augustana.
- My professors were interested in helping students grow in more than just academic areas.
- How often did you receive feedback on your in-class presentation style that helped you improve your oral communication skills?



## SAMPLE QUESTIONS ABOUT DATA POINTS

### QUESTIONS IN ANOTHER AUGUSTANA SURVEY ABOUT IMPORTANT ACHIEVEMENT MARKERS

- My adviser helped me choose a set of out-of-class experiences that will help me make the most of my college career.
- I am certain that my choice of major(s) is a good fit for who I am right now and where I want my life to go.
- When did you actively begin to create your resume or portfolio in preparation to apply for your first job or graduate school?
- Do you already have a job or a graduate school place?



## GATHERING DATA POINTS

Your institution likely participates in at least one national survey that collects data about participation and experiences:

- National Survey of Student Engagement (NSSE)
- Your First College Year (YFCY)
- Community College Survey of Student Engagement (CCSSE)
- College Student Experience Questionnaire (CSEQ)
- College Senior Survey (CSS)



## UNDERSTANDING DATA POINTS



A potential advantage to using data gathered through a national survey instrument is that you will have comparable data to convey value.

*You can also build similarly phrased questions into your own surveys and then compare to national findings on your own.*



## Translating evidence of success to tracking value...

### Your **VIKING SCORE** Worksheet


Use the Viking Score to track your level of professional preparation for life after graduation. Put a check mark next to each task that you complete and then calculate your Viking Score. The more points you accumulate, the more you have accomplished to prepare yourself.

A suggested minimum number of points to accumulate by the end of each year is listed below; however, you are encouraged to go beyond the minimum tasks.

**Note:** The other side of this worksheet lists the available workshops you may choose from each year as well as an explanation of the Viking Score Awards Program.

**Questions? Stop by Career Development on the first floor of the Olin Center, email [careerdevelopment@ Elon.edu](mailto:careerdevelopment@ Elon.edu) or call (330) 794-7339.**

**CORE**  
Center for Occupational Research & Education  
CAREER DEVELOPMENT



**LEVEL ONE – typical for first-year students (2 points each)**

- Meet with Career Development staff to discuss résumé format and career goals.
- Attend any two workshops within Groups A and B.
- Complete one professional skills or personal traits assessment.
- Launch LinkedIn account.
- Complete vocational exploration worksheet and discuss with Career Development staff.

YOUR SCORE:  YEAR-END PROFESSIONAL: **10**

**LEVEL TWO – typical for sophomores (4 points each)**

- Meet with Career Development staff to discuss career plan of action.
- Attend any two workshops within Groups B and C.
- Complete job shadow experience.
- Attend career/graduate school fair.
- Complete professional development assessment.

YOUR SCORE:  YEAR-END PROFESSIONAL: **30**

**LEVEL THREE – typical for juniors (6 points each)**

- Create LinkedIn profile with professional headshot.
- Attend any three workshops within Groups C and D.
- Complete first internship or career-related job.
- Attend at least one job/grad school fair.
- Create a post-graduate plan of action and discuss with Career Development staff.

YOUR SCORE:  YEAR-END PROFESSIONAL: **60**

**LEVEL FOUR – typical for seniors (8 points each)**

- Complete second internship or career-related job.
- Attend any four workshops within Groups C and D.
- Update résumé and post-graduate plan of action with Career Development staff.
- Create a portfolio of work for graduate schools/employers.
- Launch personal brand website.

YOUR SCORE:  YEAR-END PROFESSIONAL: **100**

TOTAL NUMBER OF POSSIBLE POINTS OF GRADUATION: 100


### WHAT'S YOUR VIKING SCORE?

Student Name \_\_\_\_\_

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ELON UNIVERSITY
Students | Faculty & Staff | Parents | Tools

Admissions
Academics
Campus Life
Athletics
Alumni
About



NSSE

Find out about Elon's performance on the NSSE benchmarks of excellence:

- LEVEL OF ACADEMIC CHALLENGE
- ACTIVE AND COLLABORATIVE LEARNING
- STUDENT INTERACTIONS WITH FACULTY
- ENRICHING EDUCATIONAL EXPERIENCES

SUPPORTIVE CAMPUS ENVIRONMENT

### Supportive Campus Environment Benchmark Items

- Campus environment provides the support you need to help you succeed academically **GRAPH**
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) **GRAPH**
- Campus environment provides the support you need to thrive socially **GRAPH**
- Quality of relationships with other students **GRAPH**
- Quality of relationships with faculty members **GRAPH**
- Quality of relationships with administrative personnel and offices **GRAPH**

Campus environment provides support to help you succeed academically

91%

000 answers

74%

NSSE answers

## **GATHERING DATA POINTS**



Often, individual institutions seek value component data points that aren't captured by national survey instruments.

- It is not difficult nor expensive to gather local data specific to your institution's mission and values
- Offices of Institutional Research and Assessment are the critical partner in these efforts

## **GATHERING DATA POINTS**



Based on the components of value outlined above, what campus offices might be key partners for gathering the right data?

- Career Services
- Advancement Office
- Experiential Learning
- Advising Offices
- Others on your campus ???



## **GATHERING DATA POINTS**

### **AUGUSTANA'S SENIOR SURVEY COLLECTS INFORMATION ON VALUE COMPONENTS:**

- Knowledge gain experiences
- Skill and disposition development experiences
- Opportunities for application
- Learning in context
- Intentionality of integrated learning design
- Early job placement
- Graduate school placement



## **GATHERING DATA POINTS**

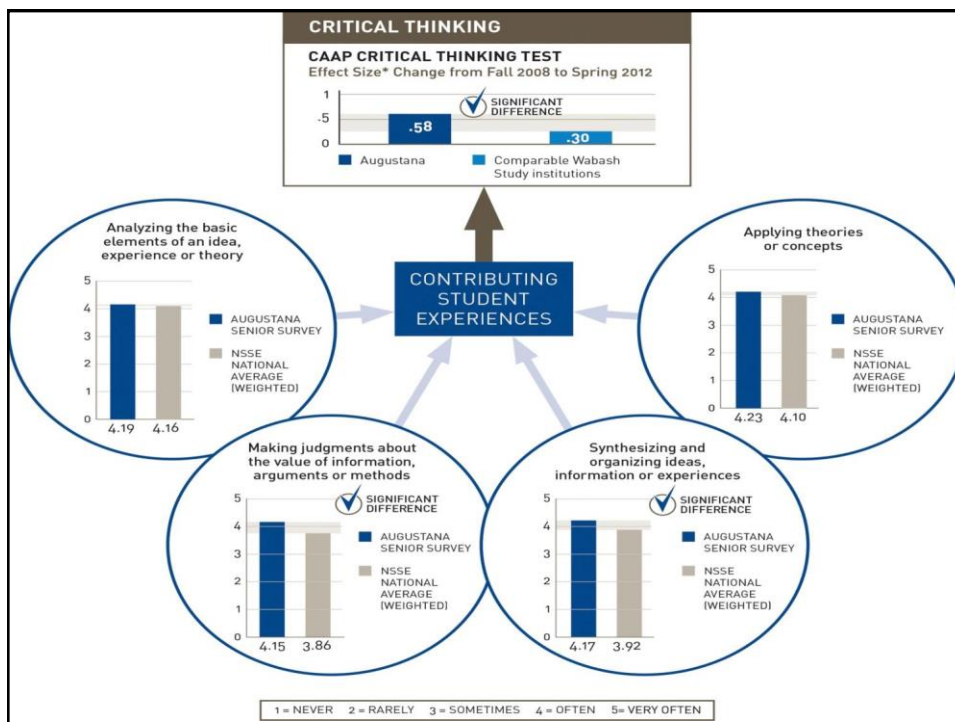
### **WHAT ABOUT LEARNING OUTCOMES DATA?**

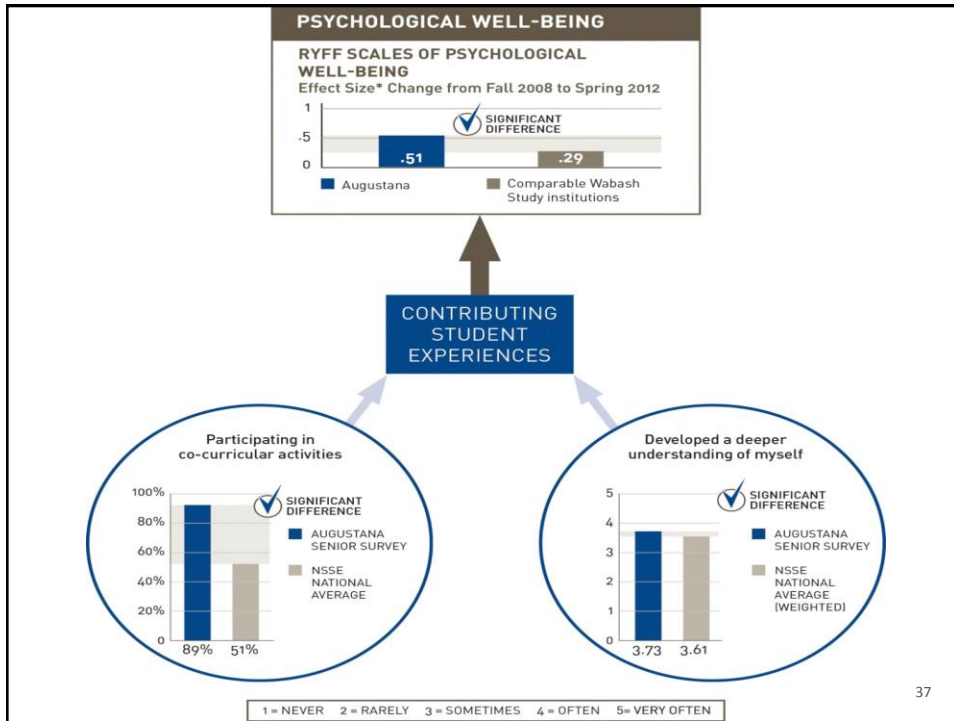
- Single questions for self-reported gains
- Multi-question instrument for standardized measurement (e.g., Collegiate Learning Assessment)
- Less easily comparable between institutions
- Vulnerable to over-complication
- Harder for prospective parents and students to interpret



**PROMOTE DATA POINTS THAT CONVEY VALUE AND VALUES.**

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## GATHERING DATA POINTS



### WHAT ABOUT POST-GRADUATE RESULTS DATA?

- First job and grad school placement
  - Local Recent Graduate Survey
  - LinkedIn
  - HEDS First Destination Survey
- Lifelong ROI; Quality of Public & Private life
  - Custom Alumni Surveys
  - Alternative data collection methods

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## QUESTIONS

**WHAT HAPPENS AFTER GRADUATION/COMPLETION MATTERS.**

## RESULTS AFTER GRADUATION

- **Preparing leaders:** Between two-thirds and 80% of public and private college grads say they learned to be a leader (Hardwick-Day, 2011)
- **High-quality experience:** The same proportion said this was important to getting them into grad school or finding first job (Hardwick-Day, 2011)
- **Higher salaries:** Pay Scale and other resources focused on alumni salaries  
<http://www.payscale.com/best-colleges> and  
<http://www.businessweek.com/articles/2012-04-09/college-roi-what-we-found>



## RESULTS AFTER GRADUATION

- **Lifetime earnings:** On average, college grads make 80% more than high school grads (Newsweek, 9-9-12)
- **Better employment:**
  - Unemployment rate of college grads is 4.5% v 8.1% nationally; for recent grads 6.8% vs 24% for recent high school grads (Center on Education and the Workforce, Georgetown U, 2012)
  - Underemployment for recent college grads is 8.4% vs 17.3% for recent high school grads (Center on Education and the Workforce, Georgetown U, 2012)



■ CAUTION WHEN REPORTING  
“PLACEMENT RATES”

*Chronicle of Higher Education*  
(December 17, 2013) reports:

- Kean State College released its placement survey of the class of 2012 showing that 94% reported being employed or engaged in further education
- Syracuse University reported that 84% of the class of 2012 was working or attending graduate school
- But different definitions are used making it impossible to compare: Kean counts graduates who have found full or part-time employment, a paid or unpaid internship or who are a full or part-time student in grad school. SU counts only full time employment and full time grad school



EXTERNAL SOURCES OF VALUED OUTCOMES

**EXAMPLES**








## Best Liberal Art Colleges by Salary Potential

Love the arts and humanities, but afraid you won't get a high-paying career? Learn more about liberal arts schools with the highest-paid graduates. [\[Read More\]](#)

Find a school by name

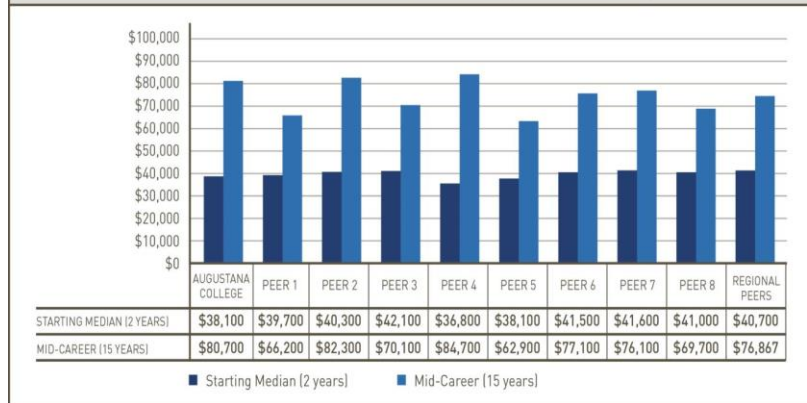
Bachelor's Only **1** All Alumni **1**

Rank	School Name	School Type	Early Career Pay	Mid-Career Pay	% High Meaning	% STEM Degrees
1	 Harvey Mudd College	Private School, Engineering School, Liberal Arts School	\$78,200	\$133,000	63%	86%
2	 United States Naval Academy (USNA) at Annapolis *	Public School, Engineering School, Liberal Arts School, Sober School, For Sports Fans	\$78,200	\$126,000	55%	54%
3 (tie)	 United States Military Academy (USMA) at West Point *	Public School, Liberal Arts School, Sober School, For Sports Fans	\$78,500	\$120,000	61%	39%
3 (tie)	 Washington and Lee University	Private School, Liberal Arts School	\$54,700	\$120,000	58%	17%
5	 United States Air Force	Public School, Engineering School, Liberal	\$71,900	\$116,000	51%	48%

SOURCE: <http://www.payscale.com/college-salary-report/best-schools-by-type/bachelors/liberal-arts-schools>

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## 2011-12 COLLEGE SALARY REPORT [SOURCE: PAYSACLE]



NOTES: 1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.  
 2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Roanoke College, Susquehanna University, University of Puget Sound and Wittenberg University.  
 3. Regional peers include Gustavus Adolphus, Luther College and Illinois Wesleyan University.

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## Colleges Producing the Most Satisfied - and the Most Successful - Alumni

### Top Satisfaction QUALITY OF TEACHING

1. UCLA
2. Penn State University
3. Kenyon College

[More](#)

### Top Outcomes STARTING SALARIES

1. University of Pennsylvania
2. Stanford
3. Harvard

[More](#)

### Top Satisfaction OVERALL COLLEGE EXPERIENCE

1. University of Michigan
2. University of the Pacific
3. University of Iowa

[More](#)

### Top Satisfaction STUDENT DIVERSITY

1. Harvard
2. Oregon State
3. American University

[More](#)

### Top Satisfaction SOCIAL ENVIRONMENT

1. Syracuse University
2. University of Virginia
3. Colgate College

[More](#)

### Top Satisfaction CONTACT WITH FACULTY

1. Denison University
2. Mt. Holyoke
3. Smith College

[More](#)

Source: <http://collegestraighttalk.org/AlumSatisfactionOverview.html>

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## RESOURCE

# FRAMEWORK

Ten questions to guide value communication





## RESOURCE

# FRAMEWORK

The Worth Claim



## RESOURCE

# STORYTELLING AND GETTING YOUR MESSAGE OUT

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Who's Getting it Right

## APPLYING VALUE AND DATA TO MESSAGE



### Results after graduation



About Stonehill & Our Catholic Mission | Admission | Financial Aid | Academics | Student Life | Community & Global Engagement | Athletics & Recreational Sports

ACADEMICS > OUTCOMES

#### Class of 2015 Outcomes Grow Ever Stronger 6 Months Out

Six months after graduation, students in the Stonehill College Class of 2015 - like Paisley Bitner - are already living the values at the heart of their Stonehill experience: working, studying and serving communities around the world.

The Boston Globe recently reported that it can take up to 12 months for a college graduate to land a full-time professional position. At Stonehill, 85% of students in the Class of 2015 who were seeking employment had found jobs just six months after graduation. For students taking other paths toward their goals, whether through graduate schools or service organizations, the vast majority are now in positions that will help them realize their dreams.

Employment Rate\* Shows Remarkable Growth



55% OF GRADUATES WHO WERE SEEKING EMPLOYMENT HAD FOUND JOBS BEFORE GRADUATION



65% OF GRADUATES WHO WERE SEEKING EMPLOYMENT HAD FOUND JOBS 3 MONTHS AFTER GRADUATION



85% OF GRADUATES WHO WERE SEEKING EMPLOYMENT HAD FOUND JOBS 6 MONTHS AFTER GRADUATION

Source: <http://www.stonehill.edu/about-stonehill-our-mission/outcomes/>

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## ST. OLAF COLLEGE

### Investing in a St. Olaf Education

St. Olaf College has made a very public commitment to becoming the best in the country among liberal arts colleges at helping students discern their vocation — what they are called to do — and then translating that calling into an actual career that will lead to financial independence, professional achievement, and personal fulfillment.

In achieving those results, St. Olaf intentionally cultivates the habits of mind and heart that enable students to embrace the challenges of a changing world. Change is the one constancy in the world of today's college graduates. They will likely change jobs and even careers several times during their lifetime, as knowledge and technology continue to expand at an accelerating pace. The breadth of knowledge and experience that a St. Olaf education offers prepares students to be critical thinkers and lifelong learners who are able to adapt and prosper in a complex future.

While higher education and society at large have yet to agree upon what measures provide the best evidence for the accomplishment of such expectations, there are certain things we do know about the return on investment in a St. Olaf education.

#### Financial Independence

- St. Olaf graduates are in high demand among employers within the State of Minnesota and across the nation. Surveys of recent alumni one year after their graduation demonstrate the broad range of success our graduates experience.
- Student indebtedness, while not to be dismissed as an important financial challenge facing many new graduates, is manageable for most alumni, as demonstrated by St. Olaf's low loan default rate.

#### Professional Accomplishment

- St. Olaf students are well prepared for post-graduate study, often embarking on career trajectories that position them well for future professional success.
- Graduates of the college exercise leadership roles in all walks of life.

Source: <http://wp.stolaf.edu/outcomes/>

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## RETURN ON INVESTMENT SURVEY



## ST. OLAF COLLEGE


<http://stolaf.edu/apps/recentgradsurvey/>

ST. OLAF COLLEGE

CURRENT STUDENTS | FACULTY/STAFF | PARENTS | VISITORS | ALUMNI

DIRECTORIES | A TO Z | CALENDARS | search

HOME ABOUT ACADEMICS ADMISSIONS THE ARTS ATHLETICS OUTCOMES GIVING STREAMING



### Search the Recent Graduates Survey - Classes of 2011 - 2014

Enter your search criteria in the form below and then click on the Search button.

Class Year:

Major:

Concentration:

Category:

State:  Only states appearing in the data are listed.

Outcomes

First Destination Data on Recent Graduates

Student Learning Goals and Outcomes

Graduate and Professional School Outcomes

Employment Outcomes

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## College Uses Test Data to Show Value

Cash-Conscious Families Clamor for Numbers on How Much Students Learn

By [DOUGLAS BELKIN](#)  
Feb. 20, 2014 7:49 p.m. ET

**KALAMAZOO, Mich.**—Four years ago, Kalamazoo College faced a shrinking number of Michigan high-school graduates, declining applications and an endowment getting hammered by the recession.

That lack of information is "this huge paradox sitting at the center of higher education," said Richard Freeland, Massachusetts Commissioner of Higher Education. At most schools, "we don't really know what learning is going on."

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Now, as prospective students and their cash-strapped families eye schools with greater skepticism since the recession, a handful of schools like Kalamazoo, St. Olaf College in Minnesota and Sarah Lawrence College in New York are moving to open that black box. They are betting that a whiff of fresh air will give them a competitive advantage—and woo back parents and employers whose faith in the value of a college degree has been rattled.

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- In 2005, along with 29 other schools, Kalamzoo took part in a longitudinal study that gave freshmen a test to measure their problem solving, reasoning and critical thinking. The same test (Collegiate Learning Assessment) was administered to them as seniors. The amount students improved over time was at or above the 95th percentile in each category.
- When high-school seniors come for a campus visit, they attend a 15-minute Power Point presentation showing that the effect that Kalamazoo has on students is huge.

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- When John Chipman, the father of a high-school senior recently accepted to Kalamazoo, learned of the school's performance this week, he was impressed, but he wished he had data from other schools. "We've visited eight or 10 schools so far," he said. "Would it be nice to have some data to look at to be able to compare how well these schools are really teaching? It would be a huge help."
- <https://reason.kzoo.edu/eqa/eq/>

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## Evidence of Educational Quality



In this section we provide evidence of educational quality at Kalamazoo College garnered from surveys, direct measures of student learning, and datasets that reveal characteristics of our students and alumni.

The transformative power of a Kalamazoo College education is reflected in a variety of indicators. Senior scores on the "Level of Academic Challenge" and "Enriching Educational Experiences" benchmarks of the National Survey of Student Engagement (NSSE) are consistently well above those of our Carnegie peers. In successive administrations of the Collegiate Learning Assessment (CLA), a direct measure of skills in written communication, problem solving, and analytical reasoning, Kalamazoo seniors have performed "above expected" relative to their SAT scores, and the degree of change in CLA scores from the first to the fourth year places Kalamazoo College in the 99th percentile among colleges and universities nationally that have participated in the CLA. Kalamazoo College also ranks 14th among the nation's four-year liberal arts colleges for the percentage of graduates who go on to earn doctoral degrees, and is the only Michigan college or university among the top 25 institutions nationally.

Links to current evidence are as follows:

### 1. To what degree do our students attain intended learning outcomes?

- [2011 Breadth Poster](#)
- [2012 Breadth Analysis](#)
- [2012 HLC Presentation on Breadth at Kalamazoo College](#)
- [2012 Focus Groups on Breadth](#) (password protected for internal use only)
- [Results from the Collegiate Learning Assessment \(CLA\)](#)
- [2012 CIRP-CSS, NSSE & the CLA](#) (password protected for internal use only)
- [Baccalaureate Origins of Doctorate Degrees](#)
- [2005 K-Plan Outcomes Study](#)

### 2. What are patterns of student retention and graduation?

Source: <https://reason.kzoo.edu/eqa/eq/>

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## Educational Quality Assessment



Framework and graphic courtesy of [National Institute for Learning Outcomes Assessment](#)

**Elements of Educational Quality**  
The degree to which students attain learning outcomes; patterns of student participation in facets of the learning environment and patterns of student retention and graduation; perceptions and opinions about the learning environment; and description of the College's learning environment

**Assessment Plans**  
Guidelines for assessing educational quality, descriptions of data collection tools and approaches that will be used, and the timeline for implementation

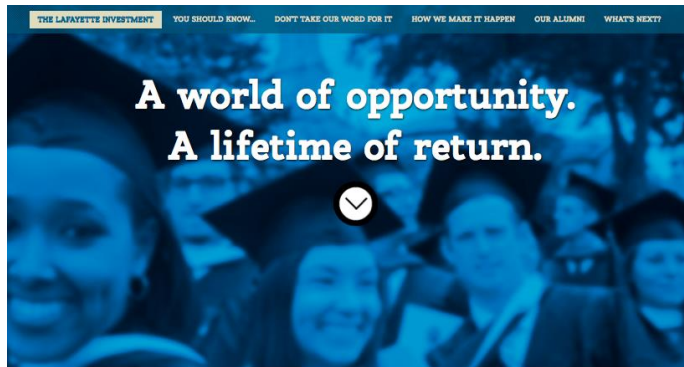
**Assessment Resources**  
Information provided to help faculty and staff understand, develop, implement, communicate, and use evidence of educational quality, including institutional data and links to helpful external assessment websites

**Current Assessment Activities**  
Projects and activities recently completed or currently underway to gauge educational quality, explore where potential improvements might be made, or respond to requests for accountability

**Evidence of Educational Quality**  
Results of assessment activities

Source: <https://reason.kzoo.edu/eqa/>

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### You Should Know...



of our grads are employed, continuing their education, in internships or in volunteer work 6 months after graduation.



of our students graduate, with 89% finishing in four years. Lafayette is among the top 10 schools in the country for four-year graduation rate, according to U.S. News and World Report.



of Lafayette students have had an internship or other field experience by their senior year.

Source: <http://launchyourlife.lafayette.edu/value/>

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**Colgate University**  
Majors and Minors Financial Aid Reply Online

**YOUR GENIUS ON DISPLAY.**  
Your talents could make you a perfect fit for Colgate.  
Reply online to find out >

WHAT'S HAPPENING ON CAMPUS? DESTINATION: FACEBOOK  
CLICK HERE TO FIND OUT ABOUT

GET A FEEL FOR THE STUDENT EXPERIENCE ON TWITTER  
SEE CAMPUS LIFE IN ACTION ON YOUTUBE

**EXPLORE RESEARCH OPPORTUNITIES**

**93.5% of 2013** graduates reported being employed, having an internship, or enrolled in graduate school.

**54 DIVERSE MAJORS**

**ADVENTURE IN AUSTRALIA STUDY IN SPAIN**  
WE'RE YOUR LAUNCHPAD TO THE WORLD.

COLGATE MEETS **100%** OF STUDENTS' DEMONSTRATED FINANCIAL NEED

**Success After Colgate**  
At Colgate, we consider the success of our alumni, young and old, to be one of our most prominent distinctions.

**How Alumni Are Using Their Majors**  
See what alumni from each of our 54 majors are doing now by selecting a major below with the dropdown menu:

CHOOSE A MAJOR

**Professional Networks**  
Professional Networks are created to support undergraduate professional development, promote alumni engagement with Colgate, and cultivate new professional opportunities for members.

The current networks are:

- Common Good
- Digital Media and Technology
- Entertainment and Communications
- Entrepreneur
- Finance
- Health and Wellness
- Real Estate

**Career Programs**

**Connect to Careers**  
CNBC GLOBAL HEADQUARTERS

**Colgate University**  
Explore profiles of students & alumni from Colgate University and get connected.

Explore now

See more

**NOTABLE ALUMNI**

**Colgate University**  
APPLY DIRECTORY MAKE A GIFT BROADEN OPPORTUNITIES OFFICES & SERVICES

GET INFO VISIT APPLY

**Distinctly Colgate**  
INTELLECTUAL ENGAGEMENT  
GLOBAL PERSPECTIVE  
**SUCCESS AFTER COLGATE**  
ALUMNI OUTCOMES  
PROFESSIONAL NETWORKS  
ATHLETICS  
ENTREPRENEURSHIP  
SUSTAINABILITY

**RELATED LINKS**  
INTELLECTUAL ENGAGEMENT  
Collaborative research by highly regarded faculty is a Colgate trademark.

OFF-CAMPUS STUDY  
Colgate has one of the most robust off-campus study programs in the

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**Colgate University**  
Syracuse, New York Area

Add to board Suggest

144 interested in attention

Home Notables **Students & Alumni** Recommendations LinkedIn for Ed

20,632 results Search this set Attended 1900 to 2016 Change university

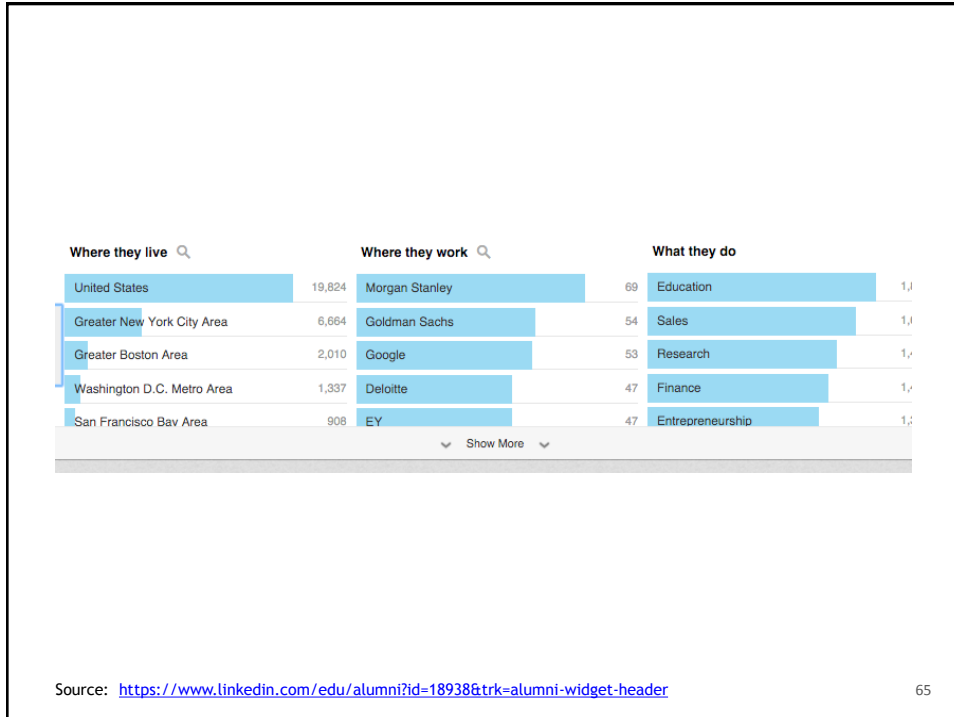
What they studied	Count	What they're skilled at	Count	How you are connected
Economics	3,324	Research	4,387	1st Connections
Political Science and Government	2,305	Microsoft Office	3,822	2nd Connections
History	2,078	Public Speaking	3,794	Group Members
English Language and Literature/Letters	1,882	Social Media	3,729	3rd + Everyone Else
Philosophy	1,058	Leadership	3,393	

Show More

Source: <https://www.linkedin.com/edu/alumni?id=18938&trk=alumni-widget-header>

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## UNIVERSITY OF TEXAS UNVEILS A NEW TOOL

**CHRONICLE OF HIGHER EDUCATION, JAN. 16, 2014**

- [www.utsystem.edu/seekut/](http://www.utsystem.edu/seekut/)
- Online database where you can compare salaries, student loan debts and job prospects for people in hundreds of majors and occupations
- Contains data on 68,000 alumni who graduated from 2007-2011 and remained in Texas
- For example, the average English major earned \$36,519 the first year out and \$48,059 after five years, with an average debt of \$20,187
- The average petroleum engineering grad was making \$105,713 in the first year and \$150,537 after 5 years

**ai ACADEMIC IMPRESSIONS 66**

2014 Princeton Review  
**Best Value Colleges**  
**GETTYSBURG COLLEGE**



<b>\$47.1 MILLION</b> awarded in Financial Aid last year	<small>MORE THAN</small> <b>80%</b> <b>GRADUATE IN 4 YEARS</b> <i>(Double the national average)</i>	<b>94%</b> <small>OF THE</small> <b>CLASS OF 2012</b> had a job or was in graduate school one year after graduation
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**CHAT**

**Can you identify other  
institutions that effectively  
communicate value?**

#Altraining

## KEY TAKEAWAYS & CLOSING THOUGHTS



### ■ IMPORTANCE OF COST V. PRICE



- No one pays the full cost
- Valuable experiences cost more
  - Low student to faculty ratio
  - Adding new in demand programs
  - Technology
  - Resources
  - Energy, insurance, maintenance, etc.

***Higher education demands: Hi-tech and High-touch.***



## YOUR “COMPONENTS OF VALUE” DATA ARE A STORY



- You can lay out evidence of what your students do in college
- You can lay out evidence about why they do what they do
- You can show the connection between the “what and why” and their success after college
  - “high tech” is integration
  - “high touch” is individualization



## YOUR “COMPONENTS OF VALUE” DATA ARE A STORY

- Partner with IR and other campus offices so that your data collections aligns with how student experience your college
- Use existing instruments or build your own
- No need to spend big \$\$\$
- Bring data points to life with real stories (instead of hanging everything on stories alone)
- During-college experience must tie to post-college success



## CLOSING THOUGHTS



- Distinguishing characteristics that separate one institution from another.
- Distinctive **value characteristics** increase the market position of the institution and its strength
- Focus your worth claim on the audience and elements that matter most.



## QUESTIONS



## TAKEAWAYS

### SUMMARY: NEXT STEPS

- Value is relative—get used to it
- Gather the right data about the right experiences
- Communicating your value is critical
- Matching messenger with audience is critical
- Select strategic method of communicating value
- Value first; then affordability



## EVALUATION

### Thank you!

Please remember to complete the event evaluation.  
Your comments will help us continually improve the  
quality of our programs.

